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ABSTRACT

An evaluation was conducted of the Dade County (Florida) Public Schools' occupational and placement specialist service, which focuses on the development of students' ability to make rational and realistic career decisions. At the secondary school level, the program provided assistance, information and experiences to help students make a career choice. Assistance in appropriate placement was also provided, whether towards immediate employment, further education, or both. Occupational specialists worked in the junior high schools, focusing on career information dissemination and reducing the number of dropouts. In the senior high school, placement specialists provided job placement and followup. The evaluation defined the activities of the specialists, determined appropriateness of their activities, and assessed satisfaction of specialists, teachers, students, and employers. Survey questionnaires were developed and administered to selected participants, and a job analysis of the specialists' duties was made. Results indicated that overall satisfaction with the program was high. It is recommended that the visibility, working hours, and support for the specialists be increased. The need for criteria to identify potential dropouts from the program is also noted. (Extensive appendices include the job analysis survey, no-show report form, and the seven participant survey instruments.) (GDC)

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EVALUATION OF THE OCCUPATIONAL SPECIALIST AND PLACEMENT SPECIALIST PROGRAM

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PREFACE

Three studies (Evaluation of the DCPS Secondary Guidance Program, Evaluation of the College Assistance Program, and the present study) were conducted in response to a request for an evaluation of the Secondary Guidance and Occupational Specialist Program within the Dade County Public Schools.

Although interrelated, secondary guidance and occupational/placement specialist are two distinct services within the District's overall Student Services Program. Evaluations of these programs appear under separate cover. Separate presentations are given for the following reasons: (1) the services are given distinct classifications within student services state statute; (2) the goals of the programs differ in nature and specificity of expected outcomes; (3) school personnel who provide the two services have been assigned different roles and responsibilities; and (4) the lines of authority for management of the services within the District are not equivalent.

Executive Summary

The Dade County Public Schools' (DCPS) Student Services Program is composed of many services which have as an overall goal the development of students' ability to understand and accept themselves, to have satisfactory interpersonal relationships, and to make rational and realistic decisions about their education and career. One component of the Student Services Program is occupational and placement specialists services. This component, which is mandated in the Student Services Act, focuses upon the development of students' ability to make rational and realistic career decisions.

The major goal of the occupational and placement specialist (O/PS) program is to provide assistance, information and experiences to all secondary students which will enable them to examine and intelligently select a career area appropriate to their ability and interests. This should assist them in being appropriately placed in the career area of their choice, whether it be oriented toward immediate employment, further education, or a combination of the two.

To increase the availability and quality of occupational and placement specialist services, the State Legislature (F.S. 233.0681) provided additional resources in the form of counselling personnel, referred to as occupational specialists. These counselors would provide career education in place of guidance counselors. The primary responsibility of the specialists would be to handle specialized assignments related to the goal of career education and its identified objectives.

Although many functions of the specialist's job are similar in junior high school and senior high school settings, there are some specialized tasks that specialists in both levels do not share. The specialist in the junior high setting focuses his/her attention on career information dissemination and reducing the number of dropouts while the senior high school specialist is involved with actual job placements and followup. To distinguish between the two, specialists in the junior high schools are referred to as occupational specialists (OSs) while those in the senior high schools are called placement specialists (PSs).

The evaluation of the Occupational and Placement Specialist (O/PS) Program sought to define the activities of the specialist, determine whether activities were appropriate to the job description, and assess the satisfaction of the program by specialists themselves, teachers, students and businesses with whom the specialist has contact.

Three types of data were gathered for analysis. A series of seven questionnaires were developed and distributed to specialists, teachers, students and business contacts as appropriate. A separate job analysis questionnaire was also sent to specialists in an attempt to define what they saw as their major job duties. Finally, a review of program documents--the Fall No-Show Search report and four quarterly activity reports--yielded information on selected student profiles and the type and frequency of contacts with students and the community.

All groups polled (specialists, teachers, students and business contacts) were asked their opinion of satisfaction with and/or effectiveness of the specialist. Overall satisfaction was evident with each group. Specialists overwhelmingly saw themselves as effective (PS-95.2%, OS-100%). Teachers reflected this opinion in a number of questions in their surveys. Positive comments to open-ended questions were four times as frequent as negative comments.

About one-half of all teachers who responded to the survey said that they had referred students to the specialist. When asked if they had observed an impact of specialist services to the student, the majority who had an opinion said that the specialist did benefit students. Similarly, student respondents said that the specialist was the most likely person they would seek for career counseling. A total of 33 positive comments by student respondents were noted on an item which requested comments, with one negative statement noted. Finally, 90% of the business contacts said that they were satisfied with specialists' services. Because all groups of respondents agreed that the specialist is effective or that they are satisfied with the specialist's services, it can be concluded that, in general, the specialist is effective.

A number of data sources were used to gauge and assess specialist activities. A review of program documents indicated that specialists' activities are appropriate (when compared with their job responsibilities). On the average, PSs assisted in 125 job placements for students. The 1983-84 Fall No-Show Reports indicated that PSs assisted one-third of all actual no-shows and OSs assisted 69% of all actual no-shows. Various group activities (e.g. field trips and class presentations) appeared to be a frequent method used to reach large groups of students.

One-third of all teacher respondents said they had had the specialist present in their class at least once during 1983-84 school year. In addition, almost half of all student respondents said they had contact with the specialist during the same period. Students were also asked about the type and frequency of contacts with the specialist. While the data yielded somewhat lower percentages than had been anticipated/desired, this may be due to the fact that the distribution of student respondents was concentrated in grades 7 and 10, so that most respondents based their answers on less than a full year's exposure to the specialist in that school. Overall, specialist activities were found to be appropriate and adequate.

Most specialists were of the opinion that they generally received support from their school administrators, their school guidance department and the central administrative offices. The one notable exception to this trend was seen in the responses by PSs to the question of whether the guidance department provided technical support. Here, the most frequent responses by PSs to whether technical support was provided by the guidance department were only "a little" or to "some" degree. When asked to name up to three things that inhibited their effectiveness, lack of clerical assistance was mentioned in seven cases and lack of administrative and/or faculty support in eight cases. Given the numbers of schools involved (24 senior highs and 46 junior highs) the concerns noted above cannot be considered excessive. Rather, efforts to address the perceived lack of support should be considered.

Specialists felt that they maintain high visibility and awareness of their program. However, both teacher and student data consistently indicated a need and desire for more contact with the specialist and more information on the specialist's services. This is indicated by the data when students were asked to give the name of their school's specialist. Less than one-half of the senior high school students (47.3%) did so correctly. Of the junior high school students, 70.8% were able to answer correctly. Teacher and student data indicate that the specialists' perception of awareness and visibility may be somewhat overestimated. It is recommended that specialists consider ways to rectify this situation.

Three primary problems were noted by the specialists with regard to their working conditions. Ten OSs indicated that their part-time status hindered their effectiveness. (For the 1983-84 school year, 15 OSs were on parttime status 50 hours every two weeks - due to budget limitations.) Twelve specialists (2 PSs and 10 OSs) indicated a need for either private work space or space for groups. Junior high specialists in particular noted this. Another problem mentioned by specialists concerned the use of telephones and telephone messages. As much of the specialist's job deals with community/business contacts, inaccessibility to phones and poor mechanisms for messages can inhibit the specialist's effectiveness.

Systematic and direct study of dropouts and potential dropouts presents many problems and requires resources (in staff time) far beyond those allocated to this evaluation project. However, preliminary study yielded the following: Analysis of the Fall No-Show reports indicates that less than one-third of senior high no-shows request/want PS assistance. Data from activity reports indicate that only 12.3% of early school leavers return to school. The identification process of potential dropouts in the junior high school level follows no standardized pattern resulting in high variability in the criteria used across all juniors high schools. Statistics reported by specialists indicate that the most frequent grades for dropouts are 10th grade (36%) and eleventh grade (24.6%). Given these findings, the emphasis on dropout prevention is indicated. Since most dropout activity occurs in the senior high school level, prevention activities should continue to be emphasized in the junior high school level and possibly earlier than that.

Based upon these findings, the following recommendations are made:

1. Emphasize visibility and awareness of the specialist at the school level. Teachers and students in both secondary levels requested this.

2. Ensure adequate working space, both for individual and small group work, for all specialists. The greatest area of need appears to be on the junior high school level.

3. Consider expanding all positions of occupational/placement specialists to full-time. Part-time specialists, in particular, noted a lack of time to carry out job duties.

4. Consider indepth evaluation of dropouts and potential dropouts to determine the specialist's role and impact.

5. Develop specific criteria for use in identifying potential dropouts.

6. Provide adequate clerical assistance for the OS and PS.

7. Study the feasibility of separate phone lines and telephone answering machines for specialists in order to facilitate community and business contacts for placement and followup services, arranging for speakers and planning field trips.

Purpose and Goals of the Program

The Dade County Public Schools' (DCPS) Student Services Program is composed of many services which have as an overall goal the development of students' ability to understand and accept themselves, to have satisfactory interpersonal relationships, and to make rational and realistic decisions about their education and career. One component of the Student Services Program is occupational and placement specialists services. This component, which is mandated in the Student Services Act, focuses upon the development of students' ability to make rational and realistic career decisions.

The major goal of the occupational and placement specialist (O/PS) program is to provide assistance, information and experiences to all secondary students which will enable them to examine and intelligently select a career area appropriate to their ability and interests and which will further aid them in being appropriately placed in the career area of their choice, whether it be oriented toward immediate employment, further education, or a combination of the two.

There are six long-range objectives identified for the occupational and placement specialist program. They are: 1) to provide career information which will aid students in making a satisfactory transition from the academic community to employment and/or further education; 2) to reduce the number of students who leave school without graduating; 3) to reduce the number of students who leave school or graduate without having made an appropriate career decision or gained proficiency in basic employability skills; 4) to continuously increase and refine career guidance skills of specialists; 5) to make available to parents, students, and school staffs, career information such as financial aid, non-college oriented educational opportunities, and orientation to employment opportunities within and outside the local community; and 6) to maintain an updated awareness of career resources available within the local and national community.

The diverse nature of these six long-range objectives illustrates the complex and comprehensive nature of career education. Successful exploration of careers is dependent upon the student's awareness of him/herself. It is important for the student to be able to identify areas of strengths and weaknesses academically, to know his/her preference of work situations (e.g. regular daytime working hours or sporadic and irregular schedules) and his/her desire and/or ability to pursue educational options after high school. It is also important for the student to be aware of a range of careers so that he/she can make decisions in line with his/her preferences and ability. Finally, the student needs to know what is involved in training for a given career. While this process should start early in childhood, as students reach secondary school, the need to systematically explore the world of careers and make appropriate decisions becomes more necessary and, hopefully more focused.

Occupational and Placement Specialist

To increase the availability and quality of occupational and placement specialist services, the State Legislature (F.S. 233.0681) provided additional resources in the form of counselling personnel, referred to as occupational specialists. These counselors would provide career education in place of guidance counselors serving this additional function. The primary responsibilities of the specialists would be to handle specialized assignments related to the goals of career education and its identified objectives.

Selection. Occupational specialists are selected on the basis of their maturity, experience, and their ability to work with students. The individual selected as a specialist should have extensive experience in business and industry or personnel work. Familiarity with the working practices of business and industry is important. A college degree is desirable, but not necessary. Those not in possession of a degree are strongly encouraged to work toward that goal so that their ability to effectively deal with students and job related tasks is enhanced.

Role and Responsibilities. Occupational and placement specialist services differ in the junior and senior high schools. In the junior high schools, occupational specialist services are limited to the dissemination of career education information and efforts to reduce the number of dropouts. In addition to these services, the senior high school program includes placement and follow-up services. Although placement services are offered to all senior high school students, they are directed primarily to the non-college bound student and non-vocationally trained school leaver or graduate.

In recognition of their different roles and responsibilities, different titles have been given junior high and senior high specialists. The title Occupational Specialist (OS) refers to the specialist working in a junior high school setting. In the senior high school, the title Placement Specialist (PS) applies. Specific activities toward which OS and PS should direct their efforts appear in Table 1.

Many of the specialist's tasks are community based. Therefore, the specialist's schedule must take into account employers' preference when scheduling on-the-job visits, arranging for speakers and field trips, and locating and using resource materials. Schedules should be decided upon by individual specialists and their supervisors so as to maximize their effectiveness for a given school. For example, specialists are required to become active members in business, community, and professional organizations. This may require attending meetings at times that are convenient to the particular group and not necessarily during traditional school hours.

In addition to flexible scheduling, the specialist is required to meet with his/her supervisor and other members of the student services program regularly for the purposes of planning activities and maintaining regular communications. This will enable both the supervisor and others to keep up to date with the specialists activities, plans and programs.

Allocation of Specialists. During 1983-84, specialists were located in every junior and senior high school except G.W. Carver Junior High School. This school serves approximately 500 seventh graders, the majority of which transfer to Ponce de Leon Junior High School for grades 8 and 9. Therefore, career education services are provided in the last two years of junior high school for these students.

Occupational Specialists work during the regular school year for 10 months. This is because most OS services are school based (e.g. field trips, speakers, and career exploration activities). PSs work 12 months because 1) senior high school populations are generally larger than junior high population, 2) senior high students are active in the summer school program, and 3) many job placements are arranged or planned for during the summer months.

The specialist position for both the junior and senior high schools was planned as a fulltime position. However, budgetary limitations prevented this. Currently, there exist 15 part-time positions (50 hours/2-week period) in 15 junior high schools. Efforts are currently being made by the Career Education department to make all positions full-time, however.

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TABLE 1

A COMPARISON OF JOB RESPONSIBILITIES OF THE OCCUPATIONAL AND PLACEMENT SPECIALISTS

Occupational Specialist	Placement Specialist
The occupational specialist serves as a resource person for career information within the school. The specialist will:	The placement specialist is a liaison between the business/industry community and the school, assisting graduates and early school leavers in preparing for the securing of appropriate employment. The specialist will:
1. Conduct exit interviews and gather data on each student who leaves school prior to graduation.	1. Gather data on each student who graduates or leaves prior to graduation.
2. Collect information on local and national employment trends and disseminate the data to students and concerned school staff members.	2. Collect information on local and national employment trends and disseminate the data to students and concerned school staff members.
3. Share and exchange business/industry occupational information and resources with work experience coordinators.	3. Share and exchange business/industry resources and job opportunities with work experience coordinators.
4. Participate in organizations and visit business/industry to promote their cooperation with the school and to establish resources for speakers, field trips, visual aids, and materials.	4. Participate in organizations, visit business/industry to initiate and promote placement of students.
5. Visit early school leavers on-the-job or at home for purposes of making former students aware of educational and employment alternatives.	5. Visit students on-th-job for purposes of maintaining good employer-client relations and to further assist the client where necessary.
6. Coordinate, in cooperation with exceptional student teachers, the development of special career programs or opportunities for exceptional students (physically handicapped, emotionally handicapped, etc.).	6. Coordinate, in cooperation with exceptional student teachers, the development of special programs or opportunities for exceptional students (physically handicapped, emotionally handicapped, etc.)
7. Coordinate, develop, and maintain current data on employers, business/industry contacts, continuing education programs, as well as civic and governmental agencies.	7. Coordinate, develop, and maintain current data on employers, business/industry contacts, and EMPLOYMENT records on youth eligible for services.
8. Assist in the development, procurement, and use of career-related visual aids and materials to be used in school by business/industry, and by the public.	8. Assist in the development, procurement, and use of career-related visual aids and materials to be used in school, business/industry, and the public.
9. Provide in-depth career counseling or referral services for youth -- both early school leavers and potential leavers.	9. Provide job or job-related educational placement or referral services for youth -- both graduates and early leavers.
10. Contact "no-show" students to encourage their return to school or to assist with alternative educational or job placement.	10. Contact "no-show" students to encourage their return to school or to assist with alternative educational programs or job placement.
11. Arrange and/or present career information programs for students.	11. Coordinate pre-employment and job hunting clinics for in-school and out-of-school youth.
12. Participate in articulation and orientation programs.	12. Coordinate and implement the administration of follow-up surveys as directed by the District Division of Student Services.
13. Coordinate summer youth employment programs within the school.	13. Assist vocational teachers and administrators with the collection of specific information related to the placement and follow-up of vocational program completers.
14. Assist students in obtaining necessary work credentials: social security cards, work permits, job applications, etc.	

Similarities

Differences

METHODOLOGY

Purpose of the Evaluation

The purpose of the evaluation study was to determine the extent that occupational and placement specialists are involved in activities which maximize the effectiveness of the O/PS Program and to identify program strengths and weaknesses. To achieve this purpose, the following specific questions guided the evaluation.

1. What are the major job activities of the Occupational Specialist and Placement Specialist?

2. To what extent do the specialists' job activities concentrate in areas that maximize the achievement of the program's goals?

3. To what extent do the specialists have contact with business/industries in the community?

4. To what extent are students, teachers, and business contacts satisfied with the services of the specialists?

5. What are students', teachers', and business contacts' general perceptions regarding the program?

6. To what extent do specialists have contact with dropouts and potential dropouts?

7. What are the specialists' perceptions regarding working conditions?

Evaluation Procedures

Information for the evaluation of the O/PS Program was obtained using three methodologies: surveys, analysis of program reports and a job analysis.

Administration of Surveys. A series of questionnaires (Appendices A-G) was developed for the purpose of eliciting information and opinions from a number of groups. In addition to surveying the specialists themselves, teachers and students from both junior and senior high schools were also included in the evaluation. For the placement specialists, their business contacts were surveyed to determine their satisfaction and opinions regarding students they have hired and the services of the PS.

Since there are some differences between the job responsibilities of the OS and the PS, different forms of the questionnaires were developed for specialists, teachers, and students. For instance, OS and PS questionnaires shared many of the same items but were then modified to meet the specific differences in jobs so that the OS questionnaire contained a question on orientation activities while the PS questionnaire had items on actual job placements.

Questionnaires to specialists, teachers, and students were sent and returned via the school mail system during April 1984. The business satisfaction survey was sent via the U.S. Postal System and included a stamped, self-addressed envelope to facilitate return.

All specialists (n=76) and all business contacts (n=187) received appropriate questionnaires. Teachers on the senior high school level were systematically sampled picking every tenth teacher's name using a randomly-chosen starting point. This yielded a sample size of 280. Teachers in the junior high schools were chosen in the same manner except for the two opportunity schools. Due to low numbers of faculty in the opportunity schools, a one-to-five ratio was employed. A total of 242 junior high school teachers were sent questionnaires. In the senior high schools, ten students from each school were chosen randomly with five other students listed as alternates. This method yielded a sample size of 260. Principals were instructed to disseminate the questionnaires to the ten students named using the list of alternates if needed. Five students in each of the junior high schools were chosen similarly, with a list of 5 alternates, yielding a sample size of 235. Principals of junior high schools were instructed to disseminate the questionnaires to the 5 students named, using the list of alternates if needed.

All questionnaires to specialists, teachers, and students were analyzed according to school level in terms of frequency of responses. The similarity of patterns of answers between related items both with a given questionnaire and between groups (specialists, teachers, and students) were used in drawing conclusions.

Responses to the business surveys were analyzed by frequency of answers and similar patterns of answers. Much more variation in responses was expected due to the heterogeneous nature of this group: both small businesses and large national firms were represented. In addition to businesses, public/government agencies were included.

Analysis of Program Documents. Two types of program documents were examined in this study: activity reports and Fall No-Show Search. Both documents deal with specialists' activities by type and number of contacts so that a profile of activities could be generated. This method of data collection had two advantages: Since the information is regularly gathered, collection is unobtrusive and 100% representation is more likely to be achieved. Both types of documents were collected and analyzed on an aggregate basis by school level.

Job Analysis. A questionnaire was constructed based on the results of selected interviews and a literature review. The questionnaire listed a set of tasks, duties, responsibilities, and working conditions to describe each OS/PS' job. Respondents were requested to "think about each task in terms of its importance, the frequency of occurrence and the amount of time you spend doing it and then rate it overall on the extent to which it constitutes a part of your job." A five point scale was used.

Rating Category
5 very much a part
4 much a part
3 some part
2 a small part
1 a very small part

The form also included an additional response category, coded with an "X" rather than a number rating, so that the respondent could easily report that a specified task was not done or was not a part of his/her job. An extra page was included at the end of the questionnaire to elicit tasks not previously listed and also to provide space for comments to clarify the job descriptions.

This questionnaire was sent to half of all OSs and PSs by random selection in September, 1983. A follow-up reminder letter was sent out on October 4, 1983 to increase the rate of return.

FINDINGS AND DISCUSSION

Response Rates

Response rates varied greatly, from a high of 90% to a low of 24%. However, within categories (e.g. junior and senior high school students) response rates were roughly equivalent. The highest return rates were noted in the two groups of specialists. As noted in Table 2, PSs had the highest showing with 90% followed by OSs with 80%. Both rates have been adjusted to account for open positions and staff on extended medical leave.

Table 2
Response Rates and Corresponding
Number of Questionnaires Used in Analysis

	Specialists	Teachers	Students	Businesses
Senior High School Level	90% N = 21	41% N = 96	65% N = 129	24% N = 31
Junior High School Level	80% N = 34	40% N = 93	75% N = 154	

It is interesting to note that students, as a group, had the second highest showing with junior high students having a 75% return rate followed by a 65% return rate for senior high students. Students were responsible for sending in the completed forms via DCPS mail and the response rates are indeed higher than anticipated.

From within the school system, the teacher group yielded the lowest response rates - 40% and 41%. As will be discussed later, teachers overwhelmingly asked for more information on the specialist's position and job responsibilities. It is quite conceivable, that this lack of awareness was of such great proportions that most teachers chose not to return a form that reflected a near total lack of ability to answer any of the items contained in the survey forms.

Community businesses had the lowest response rate - 24%. Although self-addressed, stamped envelopes were included with the questionnaires, only 45 were returned. Of these, 14 were blank or had a note enclosed saying there had been no contact/experience with such a program. As each business represented a contact with at least one placement specialist, perhaps it is the case that businesses knew the specialist by name only and not by title.

A total of 18 job analysis surveys were returned (10 from OSs and 8 from PSs). This represents a 43% and 87% return rate, respectively, for OSs and PSs.

With all groups of respondents, there were varying numbers of questionnaires that were received too late to be included in data analysis or were returned blank. In the latter case, most blank forms were from businesses.

Overall Satisfaction

Items were included on each of the seven survey instruments to assess respondent's satisfaction with O/PS services. All specialists were asked to rate their overall effectiveness. One-third of the PSs said they were very effective while 44% of the OSs chose this answer. In both cases, the most cited response was "effective" (PSs - 61.9% and OSs - 55.9%).

Teacher satisfaction was measured by a number of questions. When asked if they ever referred a student to a specialist, about one-half said "yes" (PSs - 45.8%, OSs - 52.7%). Teachers were also asked whether they thought specific specialist activities were of benefit to the student. The majority of teachers who had an opinion said that students did benefit from O/PS services. It is important to note, however, that many teachers felt that they could not adequately judge whether students benefitted for a number of activities. This appears to be reasonable since, for some cases, O/PS impact can only be assessed on indicators such as the dropout rate and career choice long after the teacher has had contact with a student.

The most direct measurement of teacher satisfaction can be seen in the comments that respondents gave to the question "Are there any other comments you would like to make?" Of the 31 responses made by teachers in the senior high schools, 35% were positive compared to 13% for negative statements. Some comments were neither positive nor negative. For example, 6 senior high school teachers said they were unaware of the specialist's role. Fifty-nine percent of the 34 comments made by junior high school teachers were positive, while only 9% of the comments were negative. Typical positive comments for both groups included "doing a good job to specialist is effective." Since respondents may be more likely to share negative opinions rather than positive ones, this may be interpreted as a general indicator of satisfaction.

Both groups of students were asked who they would most likely go to for career information. In both groups, students named the specialists most frequently (senior high - 46.5%, junior high 53.2%). Satisfaction was again evident in student comments. When given an opportunity to make comments, 26% of the 54 comments made by senior high school students were positive. No negative comments were noted. For junior high school students, positive comments were even more prevalent. Thirty-four of 55 comments were positive, with only one negative comment noted. Typical positive comments were "program is good" and "OS is nice/helpful." The data indicate that students are generally satisfied with O/PS services.

Business contacts were asked to rate the specialist(s) they know. More than 90% said they were satisfied with the services of the placement specialist. Respondents from the business group consistently agreed with a series of 10 positive statements. Most felt that the PS performed vital functions of screening and referring possible employees and follow-up services, and was professional in these duties. While the small percentage of business respondents inhibits the ability to generalize, it can be said with confidence that those who did respond indeed seem satisfied with PS services and that there are a number of businesses in the community who view the PS as effective.

Occupational/Placement Specialist Activities

A number of data sources were used to gauge and assess specialist activities. Program documents, specifically the quarterly activity reports and the no-show reports, yielded information on various outcomes such as number of students placed or number of actual no-shows assisted. Questions on various specialist activities were included in each of the seven surveys as appropriate.

Table 6 in Appendix K shows that for the 1983-84 school year (summer not included) a total of 3,046 senior high school students were placed in full or parttime employment and/or further education. As would be expected, more than 50% of these placements were for parttime employment. On the average, each PS made over 125 placements during the school year. Placements for junior high school students were considerably less (259), which is understandable as most junior high students may not be of the minimum age for employment. In any case, these numbers should be considered as underestimates due to the fact that the specialist may not always be aware of all actual placements.

Placements for actual no-shows are documented in the No-Show Report submitted each fall. On the average, PSs assisted in placing 9.17 early school leavers. The actual number of no-shows identified by the specialist averaged 29.75. Based on this data, PSs placed almost one-third of the no-shows in either alternative school programs or employment. An even higher percentage of placements for no-shows on the junior high level is seen. Here, an average of 2.39 placements per 3.46 actual no-shows results in a rate of 69%. Although the data is not conclusive, the possible role of earlier intervention may indeed impact on successful placements.

Information on other specialist activities was obtained through the PS and OS surveys. On the average, each PS conducted 4 field trips during the school year which involved a total of 234 students per school. OSs averaged 5.59 field trips per year, with an estimated 320 students participating from each junior high school. Although field trips provide students with a real, hands-on experience, the nature of this activity limits the proportion of students involved at a given school.

Another method of introducing the world of work to groups of students was via class presentations and speakers. The data indicate that this method reached more students. PSs held an average of 6.31 presentations per month, involving an average 95.6 students each month. OSs held an average of 11.67 presentations involving 300 students each month. This latter method appears to be utilized more and reached more students than field trips. This may be due to budgetary limitations and easier accessibility to students in traditional classroom settings.

Specialist activity was also examined via the student surveys. Almost half of all student respondents said they had spoken to the specialist during the current school year (senior high students - 43.4%, junior high students - 45.5%). As this data was collected in April, prior to the time when many students may most logically seek assistance (the closing months of the school year), these figures may indeed be underestimates. In any case, it would appear that the majority of students are in contact with the specialist.

Types of contacts or reasons for contacts with the specialist were explored through a series of questions included in the student surveys. Table 3 shows the number of students receiving specific kinds of assistance that was provided by the specialist. While the table shows that for each type of activity less than one-third of the respondents (except in one case) said that they had received that kind of help, this may be due to the fact that 1) the list of activities may not be exhaustive, and 2) students were required to answer based on memory, which would support the tendency to underreport.

While the frequencies for the selected specialist activities reported in Table 3 appear to be lower than expected/desired a more critical review is indicated. Writing resumes, although an important skill, is most closely associated with professional and/or advanced level jobs. Most high school students of their very nature, seek either entry level positions or commencement of professional training with a view toward professional employment at a later date. So an incidence rate of only 9.3% among senior high school students no longer seems low but rather, realistic. Similarly, the fact that only 36.4% of senior high school students received information on vocational programs appears to be satisfactory when it is noted that 71.3% of the senior high school respondents indicated their intention to go to college and only 8.5% indicated they planned to pursue studies at a vocational/technical school.

On the other hand, percentages for immediately useful skills such as filling out a job application and how to act in an interview would appear to be on the low side. Support for this conclusion is seen in selected responses of the business group. Although not numerous, comments ranging from "Improve Basic Skills" to "teach comprehensive interview techniques" were noted in response to the question "What could the Dade County Public School System do to make students better prepared to meet the demands of the world of work?"

To further evaluate how satisfactory the rate of "yes" responses to the questions regarding specialist activity, the distribution of student respondents by grade was examined for the junior high school group. Seventy-one percent of the respondents were in seventh grade. Seventy-three percent of the senior high school students indicated a tenth grade level. While the sampling method allows for the assumption of even distribution across grade levels the characteristics of the respondents indicates otherwise. The low incidence of "yes" responses to the items being discussed here may be an indication that respondents in both levels are not representative of the entire student body and as such have had generally less opportunity for contact with the specialist, yielding an artificially lower rate of contact than desired. Care must be taken, then, in interpreting the student responses.

Teachers were asked if the specialist had made a presentation in their classes any time during the year. Almost one-quarter (22.9%) of senior high school teachers said "yes". The rate for junior high school teachers was almost double (43%).

Specialists were asked how many and what kinds of business organizations they were actively involved in. Placement specialists indicated they were involved with an average of 3.11 organizations, the most common ones being the Alliance on Career Education and local Chambers of Commerce. Occupational specialists indicated an average of 3.36 organizations. The most frequently cited organizations were the Alliance for Career Education, Dade County Association of Occupational and Placement Specialists and local Chambers of Commerce. While these organizations were most frequently cited by all specialists, it should be noted that the organizations listed show a great amount of diversity and,

TABLE 3
Percentage of Students Who Responded "Yes" to Questions
Regarding Selected Specialist Activities

	Senior High Students	Junior High Students
1) Have you ever sought information on job opportunities from the specialist?	17.1%	28.6%
2) Has the specialist ever given you a career interest test or survey?	19.4%	29.9%
3) Have you ever attended a career presentation or activity sponsored by your specialist?	36.4%	24.0%
4) Have you sought counseling from the specialist about making a career decision for yourself?	27.5%	27.3%
5) Has the specialist ever supplied you with information on vocational programs either at your school or at another school?	36.4%	20.1%
6) Has the specialist supplied you with information on apprenticeship programs?	15.5%	11.7%
7) Has the specialist ever taken you on a field trip to see various kinds of jobs being performed?	13.2%	8.4%
8) Have you attended any work-shops led by the specialist or filling out job applications or being interviewed?	10.1%	18.2%
9) Have you received help from the specialist on filling out job applications?	14.0%	24.7%
10) Have you received help from the specialists on writing letters of application?	11.6%	18.2%
11) Have you received help from the specialist on writing resumes?	9.3%	14.9%
12) Have you received help from the specialist on how to act in an interview?	18.6%	24.0%

therefore, indicate widespread community contacts in a variety of community/ business groups.

Table 5 in Appendix K shows the frequency of selected PS activities during the 1983-84 school year. A total of 711 employers contacted PSs. An almost equivalent number (759) of employer contacts were initiated by PSs. A total of 321 organizations were also contacted by PSs. The data indicate that PSs are engaged in these activities to a large extent and are, therefore, carrying out the job responsibilities that require community, business and industry contacts.

Business respondents said that, on the average, 7.3 students were employed by them during the 1983-84 school year (up to March 1, 1984) and that an almost equal number (7.63) were considered but were not offered employment. Most business respondents (77.4%) considered the placement activities of the PS to be satisfactory, which indicates that support for this activity should be continued.

Table 4 lists those tasks considered to be an integral part of the specialists' job as defined by specialists. Based on the information given by various respondents, there exists ample evidence to demonstrate that the activities of the specialists match their stated job tasks. As specialist responses to both the job analysis questionnaire and the questionnaires distributed in the spring of 1984 are essentially self-reported, it is important to note that this information, in most cases, was reflected by <u>at least</u> one other group polled - teachers students and/or business contacts.

In summary, the data indicate that specialist activities are varied and congruent with their job description. Group methods do seem to be effective as a means of reaching more students. The business respondents appear to benefit from placement activities. This conclusion is further supported by the data reflected in the activity reports, yielding a total of 3,305 employment and education placements by all specialists during the regular 1983-84 school year.

<u>School-based Support</u>

In both the PS and OS surveys, a series of 10 questions were included regarding various aspects of school-based support. In addition, three questions were included regarding central administration offices' support. For all 13 items, both groups of specialists felt that sufficient support was given. Specifically, specialists agreed that the school administrator was aware of their job duties and provided assistance and opportunities to upgrade skills. Teachers were generally perceived to be aware of the specialist and his/her job, to be cooperative and to refer students as needed. Similarly, the guidance department of the school was perceived to be aware of the specialist and his/her job, providing assistance and technical support. The one notable exception to this trend was seen in the responses by PSs to the question of whether the guidance department provided technical support. Here, the most frequent response (47.6%) was that technical support was provided only a little or to some degree, but not more than that.

Some concern for support was noted in the section which asked specialists to list things that inhibited their ability to carry out their job to the fullest. Lack of clerical assistance was mentioned by four PSs and three OSs. Lack of faculty and/or administration support was noted by two PSs and six OSs. Overall, however, the data demonstrate that specialists generally feel supported by the school administration, faculty, and guidance department.

Table 4

A Comparison Between Specialist-Identified Job Tasks and Supporting Evidence by Selected Data Sources

Tasks	Questionnaires				Program Documents
	Specialists	Teachers	Students	Businesses	
Primary Tasks					
1. Collect and provide information to students and staff on employment trends, job opportunities and resources, visual aids and materials on careers, etc.	X	X	X		
2. Provide information to students in person or through written or visual material regarding opportunities for employment, wages, hours of work and other related data.	X	X	X		
3. Meet with students in a group to teach personal, social or employability skills.	X	X	X		
4. Meet with students to exchange information and help them, through counseling and guidance, to pursue their personal, social, academic and vocational goals.	X	X	X		
5. Organize special programs and events such as Career Fairs, field trips, and assemblies.	X		X		
6. Conduct interviews and exchange information in person or by telephone with teachers, employers, college representatives, feeder school staff, law enforcement officers, social service agents and others.	X		X		X
7. Gather data and conduct exit interviews with each student leaving school prior to graduation.					X
8. Visit employers to establish relationship with school, to obtain career materials, and to promote or evaluate job placement of students.	X		X	X	
9. Provide information to students in person or through written or visual material regarding techniques of job hunting, interview behavior, etc.	X		X		
Secondary Tasks					
1. Compile and maintain a log of daily activities, records of conferences with counselees and files on individual counselees.					X
2. Administer tests and interpret scores on non-cognitive measures such as sociometric tests, job choice measures, interest inventories, personality measures or attitude surveys.	X		X		
3. Contact absent students to encourage attendance or assist with alternative educational or job placement plans.					X
4. Conduct summer youth employment program within school.*					
5. Visit and counsel early school leavers at home or on-the-job regarding educational and employment alternatives.					X
6. Collect and analyze facts and data to evaluate early leaver job placements, post graduation school or job placement or follow-up of vocational training students.					X

*Program Documents collected during the summer would reflect this. However, item is left blank as only regular school year documents were analyzed in this study.

Awareness/Visibility

Specialists were asked if they thought that teachers and students were aware of them and the services they could provide. Generally, specialists perceived themselves to be well-known among teachers and students, understood in terms of the services they provided, and accessible.

Comments by teachers and students, on the other hand, consistently reflected a greater need and/or desire to know the specialist and the program. Although most teachers knew where the specialists office was located (senior high school teachers - 79%, junior high school teachers - 89.2%), many comments were noted (40 by senior high school teachers and 48 by junior high school teachers) asking for more communication with the specialist, more visibility of the specialist, and more information on the program.

Students followed the same pattern as teachers. Twenty-nine senior high students either asked for increased visibility/student contacts or admitted to not knowing the specialist. Fifteen junior high students asked for more information on the program or wanted the specialist to increase contact with students. Additionally, students were asked to supply the name of their school's specialist. Less than one-half (47.3%) of the senior high students did so correctly. Of the junior high students, 70.8% were able to answer correctly. Students' comments, taken together with teachers' responses, would indicate that the specialists' perception of awareness is overestimated and that a clear need exists to raise awareness and visibility among both senior and junior high levels of teachers and students. One junior high school teacher stated it in this manner: "Visibility is a key to success."

Additionally, efforts were made to delineate the types of activities in which specialists were engaged in order to increase awareness and visibility. Methods listed by both OS s and PSs show a high degree of variability with class presentations, public address announcements and use of bulletin boards being the most frequently cited activities. More than 3/4 of the specialists (PS - 76%, OS - 79%) indicated that they contribute regularly to the school newspaper and/or publish their own newsletter. While the methods used by the specialists appear to be wide-based enough to effect a high degree of awareness, comments by teachers and students indicate a need for this to be increased. The data does not yield possible explanations for this. Further examination of this situation is recommended as well as continued efforts on the part of the specialist to increase awareness and visibility.

Working Conditions

The specialist position is considered to be a full-time position. However, 10 specialists from junior high schools indicated they were on part-time status. (According to the Career Education Department, a total of 15 positions are parttime due to limited financial resources.) Four respondents listed this as one factor that inhibits their ability to carry out their job. One similar comment was also noted in the general comment section. It is recommended that this situation be reviewed in the near future to assess its impact and the feasibility of making all specialist positions full-time.

Specialists were also asked if they had adequate work space to conduct individual and group counseling sessions. As can be seen in Table 4, the majority of specialists indicated that work space was adequate. It should be noted that generally, PSs seem to have adequate work space more frequently than OSs. This situation is reflected in specialists' comments. While only 2 PSs noted a lack of space as a problem, ten OSs noted either a lack of private (individual) work space or a lack of work space for groups. The extent to which

this impacts on specialist effectiveness cannot be determined from this data. Rather, this concern should be examined in later evaluation efforts.

Another problem mentioned by specialists (OSs in particular) concerned use of the telephone and problems with phone messages. As much of the specialist's job deals with community/business contacts, problems with the telephone can potentially inhibit the specialist's effectiveness. While the problem does not seem to be too widespread, there is evidence to suggest that for a few specialists this is a serious problem.

TABLE 5

Specialists' Perceptions of Adequate Work Space

	% of Specialists indicating adequate space for individual counseling sessions	% of Specialists indicating adequate space for group counseling sessions
Placement Specialist	95%	76.2%
Occupational Specialist	64.7%	55.9%

Dropouts and Potential Dropouts

Systematic and direct study of dropouts and potential dropouts presents many problems. By the very nature of "dropping out", students who fall into this category are usually inaccessible and/or disinterested with regard to both provision of counseling services and willingness or ability to participate in systematic study of the problem. Analysis of program documents shows that less than 1/3 of all senior high school actual no-shows requested assistance after being contacted by the PS. Furthermore, data from the Activity Reports show that only 12.3% of early school leavers returned to school.

The problem is further compounded when attempting to identify potential dropouts. Specialists in the junior high schools are directed to compile a list of approximately 50 students they consider to be high-risk for dropping out. No systematic criteria exist for the determination of such status. Informal interviews with OSs revealed high variability in the criteria used. Criteria currently, but not consistently, in use ranges from a history of retention to special education status to the chronic underachiever. Furthermore, follow-up studies have not been undertaken primarily due to the vast resources in staff time required and the low probability of actually locating "those who have dropped out."

The number of students who responded to questions asking if they had considered leaving school prior to graduation reveal a low incidence of this. Only 11 senior high school and 8 junior high school students admitted to considering leaving prior to graduation. Twelve students said they had spoken to the specialist about this. But there is no way to determine if this number is accurate. Obviously, since the survey was sent to currently enrolled students, these 12 students were still in school. It is impossible to say the

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RECOMMENDATIONS

Based on the evaluation findings, the following recommendations are made for consideration:

1. Emphasize visibility and awareness of the specialist at the school level. Teachers and students in both secondary levels requested this.

2. Ensure adequate working space, both for individual and small group work, for all specialists. The greatest area of need appears to be on the junior high school level.

3. Consider expanding all positions of occupational/placement specialists to full-time. Part-time specialists, in particular, noted a lack of time to carry out job duties.

4. Consider indepth evaluation of dropouts and potential dropouts to determine specialist role and impact.

5. Develop specific criteria for use in identifying potential dropouts.

6. Provide adequate clerical assistance for the OS and PS.

7. Study the feasibility of separate phone lines and telephone answering machines for specialists to facilitate community and business contacts for placement and followup services, arranging for speakers and planning field-trips.

APPENDIX A

PLACEMENT SPECIALIST SURVEY

PLACEMENT SPECIALIST
SURVEY

MISSING

Directions: As part of the overall Guidance Program evaluation, occupational and placement specialists are being asked to complete this survey. These survey forms are anonymous except for a school code which is needed to identify certain characteristics among the schools. All analyses will reflect aggregate data only.

Please fill out the survey and return by April 16, 1984. If you have any questions, please feel free to call Ms. Marianne Strusinski at 350-3447. All forms should be sent to Ms. Marianne Strusinski, Mail Code 9999, Room 800.

1. School Code _____

2. Your position is

21 (100%)Full-time ____ Part-time

3. Can you make your work area private enough for individual counseling sessions?

20 (95%)Yes 1(5%)No Ø Sometimes (Please specify.)_____

_____

_____

4. Do you have easy access to a room where you can conduct activities with groups?

16 (76.2% Yes 2 (9.5%) No 3 (14.3%) Sometimes (Please Specify)

_____

_____

MISSING

5. What are the typical hours you work as a Placement Specialist?

_____ Starting time

_____ Ending time

6. Length of time at present school site?

_____ Years

7. Are you a member of the Dade County Alliance for Career Education?

18(85.7%)Yes 3 (14.3%) No

8. Since the beginning of the school year, how many monthly meetings of this organization have you attended?

$\bar{x}$ = 4.8 monthly meetings

9. Do you use business cards?

18 (85.7%) Yes 3 (14.3%) No

MISSING

10. In the past year what steps have you taken to make students aware of you and the services you provide? (For example: Posters on bulletin boards, announcements over the loudspeaker.) If nothing, state so. If you need more space, use the other side of the paper.

What was done $\bar{x} = 5.35$ How often?

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

11. Do you put out a newsletter or contribute regularly to your school newspaper?

16 (76.2%) Yes 5 (23.8%) No ____ I plan to within the next three months

12. If yes, how often?

Ø Once a week

8(38.1%)Once a month 3 (14.3%)

5(23.8%)Once a grading period

5(23.8%)Other (Please specify.) _____

_____

13. If yes, to whom is it directed? (Check all that apply.)

18(85.7%)Students

12(57.1%)Teachers

7(33.3%)Parents

3(14.3%)Other (Please specify.) _____

_____

For questions 14-28, circle the number that most closely responds to your view of that situation.

	Very Much	Much	Some	A Little	Not at All	AVERAGE SCORES
14. Is your administrator in charge of guidance aware of your job duties?	(1*)	2	3	4	5	1.67
15. Does he/she respond effectively to problems you encounter in your job in which he/she can provide assistance?	(1)	2	3	4	5	1.95
16. Do you have opportunities to upgrade your skills?	(1)	2	3	4	5	1.52
17. Do most of the teachers in your school know who you are?	(1)	2	3	4	5	1.47
18. Are the teachers familiar with your job responsibilities?	1	(2)	3	4	5	1.95
19. Are the teachers cooperative (to a reasonable extent) with your requests for class time?	(1)	2	3	4	5	1.57
20. Do the teachers refer students to you?	1	(2)	3	4	5	2.00
21. Are other members of the guidance department aware of your job duties?	(1)	2	3	4	5	1.76
22. Does the guidance department provide professional assistance to you in your job?	1	(2)	3	4	5	2.81
23. Does the guidance department provide you with technical support?	1	2	(3)	(4)	5	3.10
24. Are the central administrative offices aware of your job duties?	(1)	2	3	4	5	1.71
25. Do the central administrative offices respond to your problems?	(1)	2	3	4	5	2.24
26. Do the central administrative offices provide opportunities to upgrade your skills?	(1)	2	3	4	5	1.90
27. Do you think the students are aware of the services you can offer?	1	(2)	3	4	5	2.19
28. Do the students know where/how to reach you?	1	(2)	3	4	5	1.76

*Number in circle denotes mode.

MISSING

29. Please list the names of the community/business organizations in which you are an active member.

$\bar{x}$ = 3.11

Total number _____

30. How many field trips to business/industries have you organized this this current school year?

$\bar{x}$ = 4.06

31. Approximately how many students attended these field trips in all?

$\bar{x}$ = 234.0

32. About how many community speakers have you arranged for your students in this current school year?

$\bar{x}$ = 16.947

33. Which of the following can be found in your school's career information center?

19(90.5%)Booklets on occupations that represent a range of skills and educational training requirements

20(95.2%)Pamphlets and other information on vocational courses from local, regional and national areas

15(71.4%)College catalogs from local, regional and national areas

14(66.7%)Information on local and national placement trends

MISSING

34. Is there a counselor-placement specialist referral procedure in your school?

16(76.2%) Yes 4(1.9%) No

If yes, describe: _____ 1 (4.8%)

35. How frequently do you usually meet and share information with the work experience coordinator?

1(4.8%) Once a month 1 (4.8%)

5(23.8%) Once a week

14(66.7%) Other (Please specify)_____

36. On the average, how many student group presentations concerning career information do you arrange and/or lead per month?

$\bar{x}$ = 6.31

37. What is the approximate number of students who usually attend the above presentations per month?

$\bar{x}$ = 95.6 Students

38. On the average, how many visits to students on the job do you make each month?

x = 5.94

39. Do you keep a jobs bank?

19(90.5%) Yes 2(9.5%) No

MISSING

40. In general, how would you rate your effectiveness as a Placement Specialist?

9(33.3%)Very effective

13(61.9%)Effective

1(4.8%) Less than effective

Ø Ineffective

41. List up to three things which inhibit your ability to carry out your job to its fullest?

1)_____

2)_____

3)_____

42. If there are any additional comments you would like to make, please do so here.

OEA: 5/21/84
STRUSINSKI/SUMMARY:sh
PLACEMENT

3. Can you make your work area private enough for individual counseling sessions?

20 Yes 1 No 0 Sometimes (Please specify) No responses

4. Do you have easy access to a room where you can conduct activities with groups?

16 Yes 2 No 3 Sometimes (Please specify) _____

Conference room is not always available: 1

5. What are the typical hours you work as a Placement Specialist?

7:20 a.m.* Starting time

2:50 p.m.* Ending time

*rounded to nearest 5 minute interval

10. In the past year what steps have you taken to make students aware of you and the services you provide? (For example: Posters on bulletin boards, announcements over the loudspeaker.) If nothing, state so. If you need more space, use the other side of the paper.

Bulletin Boards	13
Student contacts/classroom visits	13
Public address announcements	9
Career Lab Fair	9
Orientation	7
School newspaper	7
Exit interviews	6
Student groups	3
Faculty contacts	3
Career plan cards	2
Workshops	2
Testing	2
PTA meetings	2
Telephone	2
Field trips	1
ASBMP team	1
Business cards	1
Community presentations	1
Memos	1
Radio talk shows	1
Work with adult divisions	1
Jobs	1
Articulation with junior high	1
Assemblies	1
TOTAL	91

Average number of methods = 5.35 per Placement Specialist

12. How often do you put out a newsletter or contribute to the school newspaper?

0	Once a week	
8	Once a month	
5	Once a grading period	
5	Other: Whenever it is published	2
	Every 2 months	2
	Twice a year	1
	TOTAL	5

13. If yes, to whom is it directed? (Check all that apply)

18	Students	
12	Teachers	
7	Parents	
3	Other: Administration	1
	Community	1
	Certain career interests	1
	TOTAL	3

29. Please list the names of the community/business organizations in which you are an active member.

Alliance for Career Education	13
Chamber of Commerce	10
Dade County Association of Occupational/Placement Specialists	4
Florida Vocational Association	2
Occupational Specialists & Guidance Association	2
Dade Vocational Association	2
School Volunteers	2
Public Relations Society of America	2
Other	2
United Teachers of Dade	1
Miami Dade Community to Employ the Handicapped	1
Job Information System	1
Florida Career Development Association	1
Florida Personnel & Guidance Association	1
University Baptist Church	1
Dade County Personnel & Guidance Association	1
Committee of 100	1
Spotlight Club	1
International Association of Business Communities	1
Leadership Miami Alumni	1
Toast Mistress	1
Women's Chamber	1
Women in Communication, Inc.	1
TOTAL	53

The average number of memberships is 3.11.

34. Describe the counselor-placement specialist referral procedure in your schools.

Appointment request forms	7
Via counselors	4
Teacher referral	2
Via child study team	1
TOTAL	14

35. How frequently do you usually meet and share information with the work experience coordinator?

1	Once a month		
5	Once a week		
14	Other:	As necessary	5
		Other	4
		Daily	2
		Informal communications	2
		None	1
		TOTAL	14

41. List up to three things which inhibit your ability to carry out your job to its fullest.

Lack of clerical assistance	4
Too large a school population	3
Job demands too broad	3
More latitude in business & industry contacts	3
Lack of career lab	2
Lack of funds	2
Too much paperwork	2
Lack of materials	2
Time	2
Inacessibility to classes	2
Lack of space	2
Need Goulds/choices	2
Other	2
Poor access to copying machine	1
Problems with phone messages	1
Need better referral process	1
Location of office	1
Lack of faculty support	1
Communication	1
Extra duties	1
Difficult communication with principal	1
Redundant meetings	1
Assisting with testing	1
Lack of perceived importance	1
"My function as athletic director"	1
TOTAL	43

42. If there are any additional comments you would like to make, please do so here.

Other	3
Too much paperwork	1
Time demands can be heavy	1
Update Occupational Outlook Handbook	1
Should report directly to Career Education	1
"Program going well"	1
Alternative school has different demands/requirements	1
Knowledge of community	1
New leadership for placement specialist job	1
Job stress caused by conflict between Florida guidelines and school	1
TOTAL	12

OEA: 5/22/84
EVAL:sh Placement Specialist/Analysis

APPENDIX B

OCCUPATIONAL SPECIALIST SURVEY

OCCUPATIONAL SPECIALIST
SURVEY

MISSING

Directions: As part of the overall Guidance Program evaluation, occupational and placement specialists are being asked to complete this survey. These survey forms are anonymous except for a school code which is needed to identify certain characteristics among the schools. All analyses will reflect aggregate data only.

Please fill out the survey and return by April 16, 1984. If you have any questions, please feel free to call Ms. Marianne Strusinski at 350-3447. All forms should be sent to Ms. Marianne Strusinski, Mail Code 9999, Room 800.

1. School Code _____

2. Your position is

24(70.6%)Full-time 10(29.4%)Part-time

3. Can you make your work area private enough for individual counseling sessions?

22(64.7%)Yes 11(32.4%)No ____ Sometimes (Please specify)_____ 1 (2.9%)

_____

4. Do you have easy access to a room where you can conduct activities with groups?

19(55.9%)Yes 13(38.2%)No ____Sometimes (Please specify)_____ 2 (5.9%)

_____

5. What are the typical hours you work as an Occupational Specialist?

_____ Starting time

_____ Ending time

6. Length of time at present school site 1 (5.9%)

$\bar{x}$ = 4.73 Years

7. Are you a member of the Dade County Alliance for Career Education?

33(97.1%) Yes 1(2.9%) No

MISSING

8. Since the beginning of the school year, how many monthly meetings of this organization have you attended?

$\bar{x}$ = 4.68 monthly meetings

9. Do you use business cards?

26(76.5%) Yes 8(23.5%) No

10. Do you put out a newsletter or contribute regularly to your school newspaper?

27(79.4%)Yes 5(14.7%)No 2(5.9%)I plan to within the next three months

11. If yes, how often?

Ø Once a week

12(35.3%)Once a month

6(17.6%)Once a grading period

10(29.4%)Other (Please specify.) _____ 6(17.6%)

_____

12. If yes, to whom is it directed? (Check all that apply.)

28(82.4%)Students

22(64.7%)Teachers

24(70.6%)Parents

5(14.7%)Other (Please specify.) _____

_____

MISSING

13. In the past year what steps have you taken to make students aware of you and the services you provide? (For example: Posters on bulletin boards, announcements over the loudspeaker.) If nothing, state so. If you need more space, use the other side of the paper.

What was done	How often?
$\bar{x} = 6.27$	

14. Do you assist in the administration of the Armed Services Vocational Aptitude Battery (ASVAB)?

1(2.9%) Yes 32(94.1%) No 1 (2.9%)

15. What other tests, exams, career assessment instruments do you administer and/or use? (Please list.)

$\bar{x} = 1.75$

16. About how many speakers from the community have you brought in to the school this past year?

$\bar{x} = 39.24$

17. Does your school have the Gould (Hoffman) Center?

25(73.5%) Yes 9(26.5%) No ___ Not Sure

For questions 18-32, circle the number that most closely responds to your view of that situation.

	Very Much	Much	Some	A Little	Not at All	AVERAGE SCORES
18. Is your administrator in charge of guidance aware of your job duties?	(1) *	2	3	4	5	1.47
19. Does he/she respond effectively to problems you encounter in your job in which he/she can provide assistance?	(1)	2	3	4	5	1.44
20. Do you have opportunities to upgrade your skills?	(1)	2	3	4	5	1.68
21. Do most of the teachers in your school know who you are?	(1)	2	3	4	5	1.18
22. Are the teachers familiar with your job responsibilities?	1	(2)	3	4	5	2.029
23. Are the teachers cooperative (to a reasonable extent) with your requests for class time?	(1)	2	3	4	5	1.53
24. Do the teachers refer students to you?	1	(2)	3	4	5	1.97
25. Are other members of the department aware of your job duties?	(1)	2	3	4	5	1.44
26. Does the guidance department respond to problems you encounter in your job?	(1)	2	3	4	5	1.56
27. Does the guidance department provide you with technical support?	(1)	2	3	4	5	1.97
28. Are the central administrative offices aware of your job duties?	(1)	(2)	3	4	5	1.81
29. Do the central administrative offices respond to your problems?	(1)	2	3	4	5	1.81
30. Do the central administrative offices provide opportunities to upgrade your skills?	(1)	2	3	4	5	1.52
31. Do you think students are aware of the services you can offer?	1	(2)	3	4	5	1.77
32. Do the students know where/how to reach you?	(1)	2	3	4	5	1.47

*Circle denote mode.

MISSING

33. Please list the names of the community/business organizations in which you are an active member.

$\bar{x}$ = 3.36 — 1 (2.9%)

Total number _____

34. How many field trips to businesses/industries have you organized in this current school year?

$\bar{x}$ = 5.59

35. Approximately how many students attended the field trips in all?

$\bar{x}$ = 319.67 — 1 (2.9%)

36. Which of the following can be found in your school's career information center? (Check each that applies.)

34(100%) Booklets on occupations that represent a range of skills and educational training requirements

33(97.1%) Pamphlets and other information on vocational courses from local, regional, and national areas

20(58.8%) College catalogs from local, regional, and national areas

26(76.5%) Information on local and national placement trends

37. How frequently do you usually meet and share information with work experience coordinators?

2(5.9%) Once a month — 7 (20.6%)

8(23.5%) Once a week

17(50%) Other (Please specify) _____

MISSING

38. On the average, how many presentations concerning career information do you arrange and/or lead per month?

$\bar{x}$ = 11.67 — 1 (2.9%)

39. What is the approximate number of students who usually attend the above presentations per month:

2 (5.9%)

$\bar{x}$ = 300 students

40. Describe your role in the orientation programs at your school:

_____

_____

_____

_____

41. Do you assist students in obtaining necessary work credentials?

34(100%) Yes Ø No

42. Is there a counselor/occupational specialist referral procedure in your school? 29(85.3%) Yes 2(5.9%) No — 3 (8.8%)

If yes, describe: _____

_____

43. In general, how would you rate your overall effectiveness as an occupational specialist?

15(44.1%) Very Effective

19(55.9%) Effective

Ø Less than Effective

Ø Ineffective

MISSING

44. List up to three things which inhibit your ability to carry out your job to its fullest?

1)_____

2)_____

3)_____

45. If there are any additional comments you would like to make, please do so here.

OEA: 12/14/83
OCCUPATIONAL
AWOJ/Struski

3. Can you make your work area private enough for individual counseling sessions?

22 Yes 11 No 0 Sometimes (no responses to "sometimes")

4. Do you have easy access to a room where you can conduct activities with groups?

19 Yes 13 No 0 Sometimes (no responses to "sometimes")

5. What are the typical hours you work as an Occupational Specialist?

8:15 a.m.* Starting time

3:05 p.m.* Ending time

*rounded to the nearest 5 minute interval

11. How often do you put out a newsletter or contribute to the school newspaper?

0	Once a week		
12	Once a month		
6	Once a grading period		
10	Other:	Whenever it is published	4
		Other	4
		Not specified	2
		TOTAL	10

12. To whom is it directed?

28	Students		
22	Teachers		
24	Parents		
5	Other:	Community	2
		Administration	2
		Career Fair	1
		TOTAL	5

13. In the past year what steps have you taken to make students aware of you and the services you provide? (For example: Posters on bulletin boards, announcements over the loudspeaker.) If nothing, state so. If you need more space, use the other side of the paper.

Class presentations	28
Bulletin board	24
Public address announcements	22
School newspaper	14
Field trips	10
Individual contacts	9
Speakers	8
Orientation	7
Parent contacts	6
Awards/contests	5
Career Day/Fair	5
Small groups	4
Career Lab	3
High visibility	2
Meet with teachers	2
Other	2
Sponsor club	1
Memos	1
Confer with non-teaching staff	1
Identify office	1
Be a speaker	1
TOTAL	156

The average number of methods used by occupational specialists is 6.27.

15. What other tests, exams, career assessment instruments do you administer and/or use? (Please list)

Gould/Hoffman	14
Other	12
Career Interest Survey	9
Harrington-O'Shea Career Decision Making System	5
Career-Plan-It	4
Self Discovery	2
IDEAS	2
Career Awareness Survey	2
SAT	1
Employability skills	1
Viesa	1
Career Occupational Preference System	1
TOTAL	55

The average number of assessment instruments used by Occupational Specialists is 1.75.

33. Please list the names of the community/business organizations in which you are an active members.

Other*	37
Alliance for Career Education	16
Dade County Association of Occupational & Placement Specialists	13
Chamber of Commerce	12
Junior Achievement	3
Citizens' Advisory Committee	2
Dade Partners Program	2
NAACP	2
PTA	1
Boys Club After School Program	1
Mayor's Task Force	1
Health Education & Quality of Life	1
Red Cross	1
National Association of Business & Professional Women	1
Youth Opportunity Board of North Miami	1
Rotary Club	1
Kiwanis	1
South Dade Youth Council	1
International Women's Club	1
South Dade Career Society	1
Bahai Faith of Central Dade	1
New Way Fellowship Baptist Church-Bus Ministry	1
TOTAL	101

The average number of memberships per occupational specialist was 3.36.

*Included here were organizations referred to by abbreviations and undecipherable.

37. How frequently do you usually meet and share information with work experience coordinators?

2	Once a month		
8	Once a week		
17	Other:	None	5
		Daily	5
		When needed	4
		Other	2
		Quarterly	1
		TOTAL	17

40. Describe your role in the orientation programs at your school:

Introduction of the Occupational Specialist	23
Coordination/planning	5
Discuss role to PTA	2
Other	2
Moderator	1
Designed pamphlet	1
TOTAL	34

42. Is there a counselor/occupational specialist referral procedure in your school?

If yes, describe:

Self-referral	9
Teacher referral	8
Counselor referral	8
Administrative referral	4
Non-specific referral	4
Other	2
TOTAL	35

44. List up to three things which inhibit your ability to carry out your job to its fullest:

Telephone	7
Lack of time	6
Funds	5
Private work space	5
Group work space	5
Lack of support by administration	5
Part time position	4
Materials	3
Lack of clerical help	3
Lack of money for field trips	2
Hard to access students	2
Lack of release time for meetings/conferences	2
Used as substitute	2
Other	2
Hard to get chaperones for field trips	1
Teacher apathy	1
Lack of support by counselors	1
Lack of more motivational skills	1
Inability to place students early in Vo-Tech	1
Volunteer coordination takes time	1
Not organized	1
Some duties can't plan for	1
Condense job activities	1
Lack of ability to visit community	1
Lack of student discipline	1
Used as counselor	1
TOTAL	65

45. If there are any additional comments you would like to make, please do so here.

Love the program	3
School supports occupational specialist	3
Would like a career center	1
Valuable program	1
Make all specialists full-time	1
Supported by guidance staff	1
School needs work experience program	1
Closer work with business	1
TOTAL	12

APPENDIX C

PLACEMENT SPECIALIST/TEACHER SURVEY

Placement Specialist
Guidance Evaluation
Teacher Survey

MISSING

As part of the evaluation of the Placement Specialist Program, we are asking teachers their opinions. Please take a moment to answer these questions. Do not put your name on this form. This is an anonymous survey. Results will be used on an aggregate basis. Thank you.

Please return the survey to Ms. Marianne Strusinski, Mail Code 9999, Room 800 by April 16, 1984.

1. School _____

2. Number of years at the present school site: $\bar{x}$ = 7.38

3. Grade(s) taught _____

4. Subject(s) taught _____
_____
_____
_____
_____

5. Have you ever referred a student to the Placement Specialist?

44(45.8%)Yes 52(54.2%)No

6. If yes, when was the last time? (Check the one best answer.)

2(2.1%) ___ this past week

16(16.7%) ___ this past month

3(3.1%) ___ sometime during this grading period

11(11.5%) ___ sometime during this school year

8(8.3%) ___ can't recall

6(6.3%) ___ other (Specify.) _____
_____

7. Do you know where the Placement Specialist is located in the school?

76(79.2%) Yes 19(19.8%) No

1 (1.0%)

MISSING

8. Has the Placement Specialist come into any of your classes and led group career related activities during this school year?

22(22.9%) Yes 70(72.9%) No — 4 (4.2%)

Items 9-20 list activities the Placement Specialist in your school may be engaged in. Please rate each item as to how much benefit you feel the students get from each activity as it is being implemented in your school. Please rate each activity in one of the following 4 categories:

A. Find it of great benefit to students.

B. Find it somewhat beneficial to students.

C. Find it does not benefit students.

D. Can't tell whether it benefits students.

Numerical rating where: A = 1, B = 2, C = 3, D not included

Place the letter of the response which reflects your opinions in the space preceding the item.

	MODE		
9.	D	Counseling with actual or potential dropouts	$\bar{x}$ = 1.66
10.	A	Counseling students concerning available job opportunities and requirements	$\bar{x}$ = 1.45
11.	A	Assisting in identifying job opportunities for students finishing job-related preparatory programs	$\bar{x}$ = 1.66
12.	D	Assisting in securing job placements for students finishing job-related preparatory programs	$\bar{x}$ = 1.67
13.	D	Compiling information on employment opportunities at the local, state and national levels	$\bar{x}$ = 1.74
14.	D	Discussing information on employment opportunities at the local, state and national levels	$\bar{x}$ = 1.64
15.	D	Supplying materials concerning employment opportunities and requirements to students, parents, teachers, administrators and out-of-school youths and adults	$\bar{x}$ = 1.71
16.	D	Preparing information on local and state job requirements and opportunities in cooperation with local vocational educational programs.	$\bar{x}$ = 1.67

17. A Assisting in the orientation of students — $\bar{x} = 1.66$

18. D Contacting local businesses, industries, and organizations in order to establish and maintain a working relationship, information exchange and lists of resource people — $\bar{x} = 1.53$

19. D Working with local employment agencies to help students in placement and referral — $\bar{x} = 1.55$

20. D Providing instruction to students in employability skills — $\bar{x} = 1.69$

21. List up to three things which you think would make the position of Placement Specialist more effective:

A) _____

_____

_____

_____

B) _____

_____

_____

_____

C) _____

_____

_____

_____

22. Are there any other comments you would like to make?

_____

_____

_____

_____

OEA 5/22/84
Place/Teach
STRUSINSKI/SUMMARY:sh

CONTENT ANALYSIS OF PLACEMENT SPECIALIST GUIDANCE EVALUATION
TEACHER SURVEY

4. Subjects taught:

Mathematics	21
Language Arts	20
Science	12
Business Education	11
Industrial Arts	11
Physical Education	6
Work Experience Program	5
Vocational Education	4
History	4
Foreign Languages	4
Reading	3
Political Science	2
Social Studies	2
SCSI	1
Legal Education	1
ESOL	1
Cosmetology	1
Counselor	1
Cooperative Education	1
Child care	1
Other	1
TOTAL	113

6. When was the last time you referred a student to the Placement Specialist?

2	This past week		
16	This past month		
3	Sometime during this grading period		
11	Sometime during this school year		
8	Can't recall		
6	Other:	One year ago	5
		Non-specific	1
		TOTAL	6

21. List up to three things which you think would make the position of Placement Specialist more effective:

Communication with teachers	17
Increase visibility	16
Class presentations	10
Orientation/introduction	6
Workshops for students	6
A more active role in vocational education	6
Career Education	5
More in touch with students	4
More business/community contacts	3
More administrative support for Specialist	3
An office for the Specialist	3
Other	3
Better follow-up	2
Better placement services	2
Better attitude toward work	1
Specialized services where needed	1
Increase communication	1
More speakers	1
More field trips	1
Put work experience program under Placement Specialist	1
Serve college bound	1
Define goals	1
Discontinue program	1
Training for specialist	1
Increase staff	1
Improve specialist's demeanor	1
TOTAL	98

22. Are there any other comments you would like to make?

Doing a good job	9
Unaware of specialist's role	6
Other	5
Specialist ineffective	3
Need vocational placement service	2
Placement Specialist is important	2
Against jobs for current students	1
More follow-up needed	1
Work load too great	1
More emphasis on career and/or placement	1
TOTAL	31

OEA: 5/22/84
EVAL:sh Place Specialist/Teacher

APPENDIX D

OCCUPATIONAL SPECIALIST/TEACHER SURVEY

Occupational Specialist
Guidance Evaluation
Teacher Survey

As part of the evaluation of the Occupational Specialist Program, we are asking teachers their opinions. Please take a moment to answer these questions. Do not put your name on this form. This is an anonymous survey. Results will be used on an aggregate basis. Thank you. Please return the survey to Ms. Marianne Strusinski, Mail Code 9999, Room 800, by April 16, 1984.

1. School _____

2. Number of years at the present school site: $\bar{x} = 7.2$

3. Grade(s) taught _____

4. Subject(s) taught _____
   _____
   _____
   _____
   _____

5. Have you ever referred a student to the Occupational Specialist?

   49(52.7%) Yes 44(47.3%) No

6. If yes, when was the last time? (Check the one best answer.)

   3(3.2%) this past week

   11(11.8%) this past month

   10(10.8%) sometime during this grading period

   12(12.9%) sometime during this school year

   4(4.3%) can't recall

   6(6.5%) other (Specify.) _____
   _____

7. Do you know where the Occupational Specialist is located in the school?

   83(89.2%) Yes 10(10.8%) No

8. Has the Occupational Specialist come into any of your classes and led group career related activities during this school year?

40(43%) Yes 53(57%) No

Items 9-17 list activities the Occupational Specialist in your school may be engaged in. Please rate each item as to how much benefit the students get from each activity as it is being implemented in your school. Please rate each activity in one of the following 4 categories:

A. Find it of great benefit to students.

B. Find it somewhat beneficial to students.

C. Find it does not benefit students.

D. Can't tell whether it benefits students.

Numerical score where: A = 1, B = 2, C = 3, D not included.

Place the letter of the response which reflects your opinion in the space preceding the item.

	MODE		
9.	A	Identifying actual or potential dropouts	$\bar{x}$ = 1.46
10.	A	Counseling with actual or potential dropouts	$\bar{x}$ = 1.56
11.	D	Counseling with actual or potential dropouts' families	$\bar{x}$ = 1.76
12.	A	Counseling students, teachers and school administrators concerning available job opportunities and requirements	$\bar{x}$ = 1.57
13.	B	Discussing information on employment opportunities at the local, state and national levels	$\bar{x}$ = 1.66
14.	A	Supplying materials concerning employment opportunities and requirements to students, parents, teachers, administrators and out-of-school youths and adults	$\bar{x}$ = 1.50
15.	A	Assisting in the orientation of students to the school	$\bar{x}$ = 1.67
16.	A	Working with local employment agencies to help students in placement and referral	$\bar{x}$ = 1.45
17.	A	Providing instruction to students in employability skills	$\bar{x}$ = 1.39

18. List up to three things which you think would make the position of Occupational Specialist more effective:

a. _____

_____

_____

_____

b. _____

_____

_____

_____

c. _____

_____

_____

_____

19. Are there any other comments you would like to make?

_____

_____

_____

_____

OEA: 5/22/84
OCC/TEACHER
STRUSINSKI/SUMMARY:sh

Content Analysis of Occupational Specialist Guidance Evaluation
Teacher Survey

4. Subjects taught:

Mathematics	22
Science	19
Language Arts	17
Special Education/LD	10
Physical Education	8
Reading	7
History	7
Languages	6
Social Studies	5
ESOL	4
Work experience	4
Civics	4
Industrial Arts	3
SCSI	3
Home Economics	3
Business	2
Other	2
Counselor	1
Gifted	1
Band	1
Speech therapist	1
TOTAL	130

6. When was the last time you referred a student to the Occupational Specialist?

3	This past week		
11	This past month		
10	Sometime during this grading period		
12	Sometime during this school year		
4	Can't recall		
6	Other:	2 years ago	2
		1 year ago	2
		Other	2
		TOTAL	6

18. List up to three things which you think would make the position of Occupational Specialist more effective:

More contact with teachers	20
More contact with students	14
Other	14
Visibility	10
Career Center	9
Give orientation	8
Field trips	7
Make position full-time	7
More speakers	6
Want information program	4
Emphasize group work	4
Devote time to special education students	4
Focus on dropouts	3
Increase business contacts	3
Communication	3
Better working space	2
Track non-college bound students	2
Telephone	2
More support	2
Decrease extraneous jobs	2
Help	1
Assist in field trips	1
Family contacts	1
Larger staff	1
Accessibility	1
Less paperwork	1
Follow-up	1
Training	1
Occupational Specialist not needed	1
Need bilingual Occupational Specialist	1
TOTAL	136

19. Are there any other comments you would like to make?

Specialist is effective	18
Other	4
Specialist does a lot	2
School program needs organization	2
Occupational Specialist needs more time	2
More community contacts	1
Visibility is a key to success	1
Good Career Fair	1
Limited budget	1
Occupational Specialist not effective	1
Increase quality of staff	1
TOTAL	34

OEA: 5/22/84
EVAL:sh Occupation Spec/Teacher

APPENDIX E

PLACEMENT SPECIALIST/STUDENT SURVEY

Placement Specialist Program
Student Survey

MISSING

We are interested in getting your opinion of some of the services available in your school. Please help by answering the following questions as best you can. When you are finished, fold this form and put it in the envelope provided. Then take it to the office for mailing. You should return the completed form within 2 days after you have received it. Please do not put your name on this form. This is an anonymous survey. Thank you.

1. Grade 9 = 26(20.2%); 10 = 94(72.9%); 11 = (6.2%) — 1 (0.8%)

2. School _____

3. Male 68(52.7%) Female 61(47.3%)

4. Age $\bar{x}$ = 15.45 yrs.

5. As things stand now, what do you think you will be doing right after graduation from high school?

Education (Check one only.)		Employment (Check one only.)	
56(43.4%)	University	37(28.7%)	Full-time job
36(27.9%)	Community college	52(40.3%)	Part-time job
11(8.5%)	Vocational/technical school	5(3.9%)	Other (Please specify.)
5(3.9%)	I don't plan to attend school beyond high school		_____
13(10.1%)	Undecided		_____
6(4.7%)	Other (Please specify.)		

_____

_____

MISSING

6. If you wanted to find out about a career that interested you, which person would you most likely approach for information? (Check only one)

15(11.6%) Teacher

1(0.8%) Principal

60(46.5%) Placement specialist

3(2.3%) Friend

32(24.8%) Parent

15(11.6%) Other (Please specify.)

_____

_____

7. Write the name of the Placement Specialist at your school:

There were 61 correct responses.

8. During this year have you spoken to this person?

56(43.4%) Yes 73(56.6%) No

9. If you answered "yes" to question 8, check all the reasons for the meeting(s) that apply to you.

42(32.6%) Information on careers or a job

27(20.9%) Information on colleges, other schools

3(2.3%) Consideration of leaving school before graduation

10(7.8%) Personal problems

0 Problems with drugs/alcohol

0 Problems at home

7(5.4%) Problems with the teacher

6(4.7%) Other (Please specify.)

		MISSING
10.	If you did speak to the Placement Specialist, was it easy to get to see him/her? 48(37.2%) Yes 16(12.4%) No	65 (50.4%)
11.	Is the Placement Specialist's office easy to find? 62(48.1%) Yes 4(3.1%) No 51(39.5%) I don't know where it is.	12 (9.3%)
12.	In this school year, have you considered leaving school prior to graduation? 11(8.5%) Yes 115(89.1%) No	3 (2.3%)
13.	If you answered "yes" to number 12, please answer the following: If you have considered dropping out of school, did you receive counseling from the placement specialist? 2(1.6%) Yes 26(20.2%) No	101(78.3%)
14.	Have you ever sought information on job opportunities from your placement specialist? 22(17.1%) Yes 89(69.0%) No	18 (14.0%)
15.	Has your placement specialist ever given you a career interest test or survey? 25(19.4%) Yes 85(65.9%) No	19 (14.7%)
16.	Has the placement specialist helped you locate possible jobs? 15(11.6%) Yes 93(72.1%) No	21 (16.3%)
17.	Did the placement specialist help you to become employed in that job? 7(5.4%) Yes 92(71.3%) No	30 (23.3%)
18.	If you were employed and the placement specialist helped, did the placement specialist check how you were getting along with your job? 6(4.7%) Yes 64(49.6%) No	59 (45.7%)

		MISSING
19.	Have you ever attended a career presentation or activity sponsored by your placement specialist?	
	47(36.4%) Yes 69(53.5%) No	13 (10.1%)
20.	Have you sought counseling from the placement specialist about making a career decision for yourself?	
	29(27.5%) Yes 89(69%) No	11 (8.5%)
21.	Has your placement specialist supplied you with information on vocational programs either at your school or at another school?	
	47(36.4%) Yes 67(51.9%) No	15 (11.6%)
22.	Has your placement specialist supplied you with information on apprenticeship programs?	
	20(15.5%) Yes 97(75.2%) No	12 (9.3%)
23.	Has your placement specialist supplied you with information about various jobs?	
	38(29.5%) Yes 82(63.6%) No	9 (7.0%)
24.	Has your placement specialist ever taken you on a field trip to see various kinds of jobs being performed?	
	17(13.2%) Yes 102(79.1%) No	10 (7.8%)
25.	Have you attended any workshops led by the placement specialist on filling out job applications or being interviewed?	
	13(10.1%) Yes 105(81.4%) No	11 (8.5%)
26.	Have you received help from your placement specialist on the following:	
a)	Filling out job applications 18(14%) Yes 100(77.5%) No	11 (8.5%)
b)	Writing letters of application 15(11.6%) Yes 102(79.1%) No	12 (9.3%)
c)	Writing resumes 12(9.3%) Yes 106(82.2%) No	11 (8.5%)
d)	How to act in an interview 24(18.6%) Yes 96(74.4%) No	9 (7.1%)

27. If you would like to make any comments about the placement specialist program in your school, please do so here:

_____

_____

_____

_____

_____

_____

OEA: 5/22/84
Place/Studnt
STRUSINSKI/SUMMARY:sh

CONTENT ANALYSIS OF PLACEMENT SPECIALIST PROGRAM
STUDENT SURVEY

5. As things stand now, what do you think you will be doing right after graduation from high school?

Education (check one only)

56	University		
36	Community College		
11	Vocational/technical school		
5	I don't plan to attend school beyond high school		
13	Undecided		
6	Other:	Military	5
		Other	1
		TOTAL	6

Employment (check one only)

37	Full-time job		
52	Part-time job		
5	Other:	None	2
		Non-specific	2
		Summer job	1
		TOTAL	5

6. If you wanted to find out about a career that interested you, which person would you most likely approach for information? (Check one only)

15	Teacher		
1	Principal		
60	Placement Specialist		
3	Friend		
32	Parent		
15	Other:	A person working in the job of interest	7
		Counselor	3
		CAP advisor	1
		Recruiter	1
		Relative	1
		Non-specific	1
		Other	1
		TOTAL	15

9. What did you speak with the Placement Specialist about?

42	Information on careers or a job		
27	Information on colleges, other schools		
3	Consideration of leaving school before graduation		
10	Personal problems		
0	Problems with drugs/alcohol		
0	Problems at home		
7	Problems with the teacher		
6	Other:	Non-specific	2
		Schedule change	1
		Requirements for graduation	1
		Work papers	1
		Other	1
		TOTAL	6

10. If you did speak to the Placement Specialist, was it easy to get to see him/her?

48	Yes	16	No	(Please specify) Non-specific	15
				Inaccessible	1
				TOTAL	16

27. If you would like to make any comments about the placement specialist program in your school, please do so here:

Program is good	13
Increase visibility	12
Don't know placement specialist	12
Other	7
Want to know more about program	4
Easy to talk to	1
More student contacts	1
CHOICES is helpful	1
Unsatisfied	1
Want information on parttime jobs	1
Placement Specialist deals only with job placement	1
TOTAL	54

OEA: 5/22/84
EVAL:sh Place Spec/Student

APPENDIX F

OCCUPATIONAL SPECIALIST/STUDENT SURVEY

Occupational Specialist Program
Student Survey

MISSING

We are interested in getting your opinion of some of the services available in your school. Please help by answering the following questions as best you can. When you are finished, fold this form and put it in the envelope provided. Then take it to the office for mailing. You should return the completed form within 2 days after you have received it. Please do not put your name on this form. This is an anonymous survey. Thank you.

1. Grade 6=15(9.7%); 7=109(70.8%); 8=23(14.9%); 9=6(3.9%) — 1 (0.6%)

2. School _____

3. Male 72(46.8%) Female 82(53.2%)

4. Age x = 12.88 yrs.

5. As things stand now, what do you think you will be doing right after graduation from high school?

Education (Check one only.)		Employment (Check one only.)	
64(41.6%)	University	63(40.9%)	Full-time job
54(35.1%)	Community College	62(40.3%)	Part-time job
9(5.8%)	Vocational/Technical school	5(3.2%)	Other(Please specify)
5(3.2%)	I don't plan to attend school beyond high school	_____	
12(7.8%)	Undecided	_____	
5(3.2%)	Other (Please specify)		

_____

6. If you wanted to find out about a career that interested you, which person would you most likely approach for information? (Check one only)

14(9.1%) Teacher

5(3.2%) Principal

82(53.2%) Occupational Specialist

42(27.3%) Parent

1(0.6%) Friend

6(3.9%) Other (Please specify)

MISSING

7. Write the name of the Occupational Specialist at your school:

There were 109 correct responses

8. During this year have you spoken to this person?

70(45.5%) Yes 84(54.5%) No

9. If you answered "yes" to question 8, check all the reasons for the meeting(s) that apply to you.

41(26.6%)Information on careers

21(13.6%)Information on colleges, other schools

9(5.8%) Consideration of leaving school before graduation

10(6.5%) Personal problems

2(1.3%) Problems with drugs/alcohol

13(8.4%) Problems with the teacher

5(3.2%) Problems at home

17(11.0%)Other (Please specify.)

_____

10. If you spoke to the occupational specialist, was it difficult to see him/her?

14(9.1%) Yes 77(50%) No (Please specify)_____ 63 (40.9%)

_____

11. Is the occupational specialist's office easy to find?

96(62.3%) Yes 7(4.5%) No 38(24.7%) I don't know where it is. 13 (8.4%)

12. In this school year have you considered leaving school prior to graduation?

8(5.2%) Yes 145(94.2%) No 1 (0.6%)

	MISSING
13. If you answered "yes" to number 12, please answer the following: If you have considered dropping out of school, did you receive counseling from the occupational specialist? 5(3.2%) Yes 32(20.8%) No	117 (76%)
14. Have you ever sought information on job opportunities from your occupational specialist? 44(28.6%) Yes 86(55.2%) No	25 (16.2%)
15. Has your occupational specialist ever given you a career interest test or survey? 46(29.9%) Yes 82(53.2%) No	26 (16.9%)
16. Have you ever attended a career presentation sponsored by your occupational specialist? 37(24%) Yes 92(59.7%) No	25 (16.2%)
17. Have you sought counseling from the occupational specialist about making a career decision for yourself? 42(27.3%) Yes 84(54.5%) No	28 (18.2%)
18. Has your occupational specialist supplied you with information on vocational programs either at your school or at another school? 31(20.1%) Yes 96(62.3%) No	27 (17.5%)
19. Has your occupational specialist supplied you with information on apprenticeship programs? 18(11.7%) Yes 110(71.4%) No	26 (16.9%)
20. Has your occupational specialist supplied you with information about a variety of jobs? 53(34.4%) Yes 76(49.4%) No	25 (16.2%)

		MISSING
21.	Has your occupational specialist ever taken you on a field trip to various kinds of jobs being performed?	
	13(8.4%) Yes 128(83.1%) No	13 (8.4%)
22.	Have you attended any workshops led by the occupational specialist on filling out job applications or being interviewed?	
	28(18.2%)Yes 111(72.1%) No	15 (9.7%)
23.	Have you received help from your occupational specialist on the following:	
	a) Filling out job applications 38(24.7%) Yes 103(66.9%) No	13 (8.4%)
	b) Writing letters of applicaiton 28(18.2%) Yes 111(72.1%) No	15 (9.7%)
	c) Writing resumes 23(14.9%) Yes 116(75.3%) No	15 (9.7%)
	d) How to act in an interview 37(24%) Yes 103(66.9%) No	14 (9.1%)

24. If you would like to make any comments about the occupational specialist program in your school, please do so here:

_____

_____

_____

_____

_____

_____

_____

OEA: 5/23/84
OCC/Student
STRUSINSKI/SUMMARY:sh

5. As things stand now, what do you think you will be doing right after graduation from high school?

Education (check one only)

64	University		
54	Community College		
9	Vocational/technical school		
5	I don't plan to attend school beyond high school		
12	Undecided		
5	Other:	Military	3
		Other	1
		Non-specific	1
		TOTAL	5

Employment (check one only)

63	Full-time job		
62	Part-time job		
5	Other:	None	2
		Non-specific	2
		Other	1
		TOTAL	5

6. If you wanted to find out about a career that interested you, which person would you most likely approach for information? (Check one only)

14	Teacher		
5	Principal		
82	Occupational Specialist		
1	Friend		
42	Parent		
6	Other:	Non-specific	3
		Coach	1
		Counselor	1
		Other	1
		TOTAL	6

9. What did you speak with the Placement Specialist about?

41	Information on careers		
21	Information on colleges, other schools		
9	Consideration of leaving school before graduation		
10	Personal problems		
2	Problems with drugs/alcohol		
5	Problems at home		
13	Problems with the teacher		
17	Other:	Non-specific	13
		Problems with students	2
		Social Security	2
		TOTAL	17

10. If you did speak to the Occupational Specialist, was it easy to get to see him/her?

14	Yes	77	No	(Please specify)	Non-specific 70
					Other 3
					Specialist also teacher 2
					Easy to see 1
					Appointment arranged by Specialist 1
					TOTAL 77

24. If you would like to make any comments about the occupational specialist program in your school, please do so here:

Program is good	19
Occupational Specialist is nice/helpful	15
Want to know more about program	9
Would like to see Occupational Specialist more often	5
Other	5
Occupational Specialist should reach all students	1
Occupational Specialist didn't help	1
TOTAL	55

OEA: 5/22/84
EVAL:sh Occupation Spec/Student

APPENDIX G

BUSINESS SATISFACTION SURVEY

DADE COUNTY PUBLIC SCHOOLS

Business Satisfaction Survey

Please take a moment to complete this form. Many questions ask for your opinions. A few ask for exact numbers, such as how many students have you interviewed. Try to be as accurate as you can. When you have completed the form, please return it in the stamped, self-addressed envelope provided. This is an anonymous survey. DO NOT put your name or your company's name on this form.

1. How many students and recent graduates have you employed with the help of the DCPS Placement Specialist(s) between August, 1983 and March 1, 1984?

   x = 7.3 range = 99; modes = 1, 2; unknown = 1; n = 30

2. How many students and recent graduates did you consider but didn't employ?

   x = 7.63 range = 60; mode = Ø; unknown = 2; n = 29

3. Are you interested in hiring a student/recent graduate with the aid of the Placement Specialist if the opportunity arises?

   26(84%) yes

   2(6.5%) no

   3(9.7%) not sure

Questions 4 - 7 should be answered only if you have hired at least one student/recent graduate with the help of a Placement Specialist. If you have never hired a student/recent graduate with the help of a Placement Specialist do not answer questions 4 - 7.

4. In general, how would you describe the employees hired through the Placement Specialist(s)?

   7(22.6%) more than satisfactory

   15(48.4%) satisfactory

   5(16.1%) partially satisfactory

   3(9.7%) unsatisfactory

   1(3.2%) missing

5. In general, how would you describe the service you received from the Placement Specialist?

   13(41.9%) more than satisfactory

   15(48.4%) satisfactory

   2(6.5%) partially satisfactory

   Ø unsatisfactory

   1(3.2%) missing

6. In general, would you say that your business has benefitted from hiring employees in this manner?

13(41.9%) yes, very much so

11(35.5%) only partially

4(12.9%) no, not at all

3(9.7%) missing

7. Listed below are aspects of job performance that are usually considered in evaluating any employee. Please give an overall rating of the student(s)/recent graduate(s) that you have hired through the Placement Specialist(s) on each of the items.

		Unacceptable	Poor	Acceptable	Better than Acceptable	Excellent	% of Responses in Acceptable or better range
a. Punctuality	a.	Ø	2	18*	7	4	94%
b. Attendance	b.	Ø	2	16*	8	5	94%
c. Appearance	c.	Ø	4	14*	7	5	87%
d. Willingness to learn	d.	Ø	3	13*	10	5	90%
e. Asks for more work when finished with assignment or is eager to assume additional responsibility/work	e.	1	7	12*	8	2	73%
f. Motivation	f.	1	7	15*	5	2	73%
g. Productivity	g.	Ø	5	15*	7	3	83%
h. Gets along well with co-workers	h.	Ø	2	13*	11	4	93%
i. Follows directions	i.	2	2	13*	12	1	87%
j. Accepts criticism	j.	1	5	15*	9	1	81%
k. Respects authority	k.	1	4	13*	9	3	83%
l. Asks for help when needed	l.	Ø	3	17*	7	3	90%
m. Courteous to customers/ public	m.	Ø	1	17*	8	3	97%

8. For each of the following statements, circle the number that corresponds to how you feel about that statement.

The Placement Specialist:	Strongly Agree 1	2	3	4	Strongly Disagree 5	Missing
a. understands my needs/wants.	6(19.4%)	*14(45.2%)	8(25.8%)	2(6.7%)	∅	1(3.2%)
b. is reliable	9(29%)	9(29%)	*12(38.7%)	∅	∅	1(3.2%)
c. has a professional manner.	12(38.7%)	*13(41.9%)	4(12.9%)	∅	∅	2(6.5%)
d. returns my calls.	*12(38.7%)	11(35.5%)	6(19.4%)	∅	∅	2(6.5%)
e. keeps me informed of efforts to locate a potential employee.	*9(29%)	7(22.6%)	8(25.8%)	2(6.5%)	2(6.5%)	3(9.7%)
f. screens out unlikely candidates.	7(22.6%)	7(22.6%)	7(22.6%)	3(9.7%)	4(12.9%)	3(9.7%)
g. visits my place of business.	6(19.4%)	4(12.9%)	*7(22.6%)	3(9.7%)	6(19.9%)	5(16.1%)
h. refers possible candidates to me.	8(25.8%)	6(19.4%)	*10(32.2%)	3(9.7%)	1(3.2%)	3(9.7%)
i. remains available even after a student is placed.	7(22.6%)	*10(32.2%)	7(22.6%)	1(3.2%)	3(9.7%)	3(9.7%)
j. contacts me from time to time to see how things are going.	5(16.1%)	*9(29%)	6(19.4%)	5(16.1%)	3(9.7%)	3(9.7%)

* Denotes mode except for 8f. where the distribution remains constant over the positive end of scale.

9. Would you be willing to speak to a group of students if requested?

16(51.6%) yes

10(32.3%) no

5(16.1%) not sure

10. How does finding employees through the Placement Specialist benefit you?

_____

_____

_____

11. What could the Dade County Public School System do to make students better prepared to meet the demands of the world of work?

_____

_____

_____

_____

12. If there are any other comments you would like to make, please do so in the space below.

_____

_____

_____

_____

OEA: 5/24/84
Business Satisfaction/Analysis
SRVEY:sh

CONTENT ANALYSIS OF THE
BUSINESS SATISFACTION SURVEY

10. How does finding employees through the Placement Specialist benefit you?

Get better qualified students	5
Screening	5
Provides pool of applicants	5
Direct hiring	3
To help develop young people	2
No benefit	2
Prefers to hire from community	1
Saves time	1
Assists office	1
Grade motivates students	1
Won't do again	1
Other	1
TOTAL	28

11. What could the Dade County Public School System do to make students better prepared to meet the demands of the world of work?

Educate students to the demands of a job/work	11
Improve basic skills	4
Maturity	1
Professionalism	1
Teach comprehensive interview techniques	1
Students should get credit for work	1
Do a needs assessment first	1
Training in honesty	1
Improve typing skills	1
Should have field visits to increase awareness	1
Keep program	1
DCPS doing a good job	1
TOTAL	25

12. Are there any other comments you would like to make?

Other	3
Program is excellent	2
Program is needed	1
Student hired is good	1
Satisfied	1
Hopes program continues	1
Please contact for help in locating potential employees	1
Quality of specialist is variable	1
Teach adult behavior to students	1
Won't use again due to students	1
TOTAL	13

OEA: 5/24/84
SRVEY:sh Business Satisfaction/Content Analysis

APPENDIX H

SAMPLE NO-SHOW REPORT FORM

DADE COUNTY PUBLIC SCHOOLS
Office of Student Support Programs

NO-SHOW REPORT

DEFINITION: For the purposes of this report, "no-shows" are those students at least sixteen years of age who have preregistered for the current school year and who have failed to attend (show) during the first ten days of school. This does not include those students who transfer to another educational institution either within or outside the district. For all intents and purposes, the no-show at whom this report is directed is the early leaver (dropout).

I. Suspected number of no-shows (16 years+) before investigation ____

FINDINGS OF NO-SHOW SEARCH:

a. Actually in attendance at this school ..... ____
b. Senior high no-show retained in junior high ..... ____
c. Transferred to other Dade County School ..... ____
d. Transferred to other Florida public school ..... ____
e. Transferred to private or parochial school ..... ____
f. Moved out of state ..... ____
g. Enrolled in vocational-adult program ..... ____
h. Under 16 years of age ..... ____
j. Actual no show (school leaver) ..... ____
k. Other, specify _____ .... ____
_____ .... ____

TOTAL (a through k) ____

NOTE: total must equal I above

ACTIONS TAKEN:

II. Number of actual no-shows contacted (see I-j) ..... ____
III. Number of actual no-shows requesting assistance ..... ____
IV. Number of actual no-shows assisted:
a. Back to original school ..... ____
b. Opportunity school ..... ____
c. Vocational-Adult school ..... ____
d. Homebound instruction ..... ____
e. Community agency ..... ____
f. Employment:
1) Full-time ..... ____
2) Part-time ..... ____
g. Others (describe or identify each)
_____ ..... ____

TOTAL (a through g) ____

NOTE: total must equal number III above.

APPENDIX I

FINDINGS OF NO-SHOW REPORT FOR SENIOR HIGHS SCHOOLS

Aggregate Findings of the No-Show Reports
Fall 1983-84
Senior High Schools (Not Including Opportunity Schools)

n = 24

		Average
I.	Suspected number of no-shows (16 years +) before registration	79.63 , Range (184-25) = 159
	Findings of No-Show Search	
	a. Actually in attendance at this school	12.8
	b. Senior high no-show - retained in junior high	2.96
	c. Transferred to other Dade County School	6.17
	d. Transferred to other Florida public school	2.71
	e. Transferred to private or parochial school	5.75
	f. Moved out of state	10.00
	g. Enrolled in vocational/adult program	3.46
	h. Under 16 years of age	9.00
	j. Actual no-show (school leaver)	29.75
	k. Other	4.54
II.	Number of Actual No-Shows* Contacted	44.44*
III.	Number of Actual No-Shows Requesting Assistance	8.91
IV.	Number of Actual No-Shows Assisted:	
	a. Back to original school	2.46
	b. Opportunity School	0.13
	c. Vocational/Adult School	2.50
	d. Homebound Instruction	0.04
	e. Community Agency	0.50
	f. Employment:	
	(1) Full-time	1.33
	(2) Part-time	1.33
	g. Others	1.46
	Total IV (a.-g.)	9.17

* The reported number of actual no-shows contacted exceeds the actual number of no-shows due to the fact that some specialists appear to report number of contacts made to actual no-shows rather than the number of persons contacted.

OEA: 5/24/84
SRVEY:sh No Show Report

APPENDIX J

FINDINGS OF NO-SHOW REPORT FOR JUNIOR HIGH SCHOOLS

Aggregate Findings of the No-Show Reports
Fall 1983-84
Junior High Schools (Not Including Opportunity Schools)

n = 44

		Average	
I.	Suspected number of no-shows (16 years +) before registration	13.66	Range (139-0) = 139
	Findings of No-Show Search		
	a. Actually in attendance at this school	2.62	
	b. Senior high no-show - retained in junior high	0.14	
	c. Transferred to other Dade County School	2.68	
	d. Transferred to other Florida public school	0.23	
	e. Transferred to private or parochial school	0.52	
	f. Moved out of state	0.75	
	g. Enrolled in vocational/adult program	0.77	
	h. Under 16 years of age	2.07	
	j. Actual no-show (school leaver)	3.46	
	k. Other	0.50	
II.	Number of Actual No-Shows Contacted (See I-J)	5.05*	
III.	Number of Actual No-Shows Requesting Assistance	1.84	
IV.	Number of Actual No-Shows Assisted:		
	a. Back to original school	1.00	
	b. Opportunity School	0.09	
	c. Vocational/Adult School	0.50	
	d. Homebound Instruction	0.05	
	e. Community Agency	Ø	
	f. Employment:		
	(1) Full-time	0.14	
	(2) Part-time	0.02	
	g. Others	0.30	
	Total IV (a.-g.)	2.39	

* The reported number of actual no-shows contacted exceeds the actual number of no-shows due to the fact that some specialists appear to report number of contacts made to actual no-shows rather than the number of persons contacted.

OEA: 5/24/84
SRVEY:sh Jr/No Show Report

APPENDIX K

ACTIVITY REPORT SUMMARY TABLES

TABLE 1
EARLY LEAVERS BY RACE, SEX

School Level	Grading Period	WNH	BNH	HIS	AI/AN	API	MALE	FEMALE	TOTAL
Senior High	I	289	611	595	3	--	847	650	1,497
	II	323	531	667	3	3	857	660	1,517
	III	322	680	566	1	2	928	638	1,566
	IV	427	500	325	2	2	765	600	1,365
	Total	1,361	2,522	2,153	9	7	3,397	2,548	5,945
Junior High	I	50	67	145	1	--	166	96	262
	II	58	82	151	--	--	196	95	291
	III	61	88	128	3	--	168	113	281
	IV	54	32	119	1	--	131	75	206
	Total	223	269	543	5	--	661	379	1,040

TABLE 2
EARLY LEAVERS BY GRADE

School Level	Grading Period	8th	9th	10th	11th	12th	Total
Senior High	I	--	185	667	447	198	1,497
	II	--	125	711	448	243	1,517
	III	--	185	674	455	252	1,566
	IV	--	159	524	413	179	1,523
	Total	--	654	2,576	1,763	872	6,103
Junior High	I	136	137	--	--	--	273
	II	153	148	--	--	--	301
	III	146	135	--	--	--	281
	IV	115	91	--	--	--	206
	Total	550	511	--	--	--	1,061

TABLE 3
EARLY LEAVERS RE-ENTERING SCHOOL BY RACE, SEX

School Level	Grading Period	WNH	BNH	HIS	AI/AN	API	MALE	FEMALE	TOTAL
	I	58	75	108	--	1	116	126	241
	II	51	139	91	--	--	134	147	281
	III	57	57	57	1	--	95	77	172
	IV	65	48	45	4	--	84	78	162
	Total	231	319	301	5	1	429	428	857
	I	--	1	2	--	--	1	2	3
	II	6	1	--	2	--	4	5	9
	III	1	1	2	2	--	3	3	6
	IV	2	2	4	--	--	3	5	8
	Total	9	5	8	4	--	11	15	26

TABLE 4
GRADUATES BY RACE, SEX

School Level	Grading Period	WNH	BNH	HIS	AI/AN	API	MALE	FEMALE	TOTAL
	I	24	26	10	--	9	40	21	61
	II	106	266	309	5	1	366	327	693
	III	38	11	52	--	--	63	38	101
	IV	3,949	2,880	3,998	144	33	5,033	5,971	11,004
	Total	4,117	3,183	4,369	149	43	5,502	6,357	11,859

TABLE 5
PLACEMENT SPECIALISTS' ACTIVITIES

School Level	Grading Period	New Employers Contacting Specialists	New Employers Contacted by Specialists	Organizations Contacted by Specialists	Students Referred to Jobs	Visits to Former Students (Home and/or Job)	Exit Interviews by Specialists
Senior High	I	162	163	39	912	151	1,143
	II	143	173	52	854	190	1,326
	III	156	161	106	724	163	650
	IV	250	262	124	3,179	174	8,010
	Total	711	759	321	5,669	678	11,179

TABLE 6
STUDENTS PLACED BY SPECIALISTS

School Level	Grading Period	Employment		Further Education	Total
		FT	PT		
Senior High	I	96	211	87	394
	II	81	214	193	486
	III	57	220	108	385
	IV	277	1,042	460	1,791
	Total	511	1,687	848	3,046
Junior High	I	6	1	20	27
	II	3	--	44	47
	III	4	--	42	46
	IV	3	106	30	139
	Total	16	107	136	259

TABLE 7

REASONS FOR LEAVING/GRADUATING SCHOOL

School Level	Grading Period	Non-Graduate W Codes																				Graduate W Codes				
		10	11	13	15	16	17	19	20	22	25	26	27	28	32	34	35	36	37	38	total	6	7	9	33	Total
Senior High	I	570	385	15	21	12	4	87	15	7	18	8	3	--	--	14	2	52	262	--	1,495	60	--	1	--	61
	II	658	384	14	12	15	4	103	8	27	15	5	1	4	4	4	3	57	190	17	1,524	672	10	4	7	693
	III	746	407	26	18	9	2	68	10	10	12	4	--	11	3	16	2	54	206	14	1,618	90	1	10	--	101
	IV	675	303	10	15	8	1	45	13	17	11	9	--	1	15	6	5	39	167	33	1,367	10,866	111	6	25	11,008
	Total	2,649	1,479	65	66	44	11	303	46	61	56	26	4	16	22	40	12	202	825	64	6,004	12,716	122	21	32	12,891
Junior High	I	78	75	9	6	11	1	38	--	9	3	--	--	--	--	6	--	10	11	--	257					
	II	90	77	11	6	1	1	51	1	18	3	3	--	1	--	3	5	8	6	2	287					
	III	86	68	6	6	1	1	63	--	21	8	3	--	2	1	3	6	1	2	3	281					
	IV	73	50	2	6	3	6	26	--	4	3	--	--	--	--	3	1	8	2	6	203					
	Total	327	270	28	24	16	9	178	1	52	17	6	--	3	1	15	12	27	21	11	1,028					

APPENDIX L

LIST OF WITHDRAWAL CODES

W01 - No show
W02 - To another school within county
W03 - Moved to another county
W04 - To a private school
W05 - Release from compulsory school (attendance)
W06 - Graduate - with diploma
W07 - Graduate - exceptional special education
W08 - Certificate of Completion - exceptional special education
W09 - Passed GED
W10 - Non attendance, over 16
W11 - Adult education, over 16
W12 - Attend college
W13 - To correctional institution
W14 - Court custody
W15 - Illness, disability
W16 - Armed forces/Job Corps/Youth Corps
W17 - Deceased
W18 - Not compulsory school age
W19 - Whereabouts unknown
W20 - Hardship, over 16
W21 - Protective shelter home
W22 - Private agency
W23 - Congressional pages
W24 - Overseas study - International program
W25 - Runaway from home
W26 - In lieu of suspend, over 16
W27 - Remediation not satisfied
W28 - Withdrawal Board action
W29 - Voluntary assignment Opportunity School
W30 - Administrative Assignment to Opportunity School
W31 - Not immunized (not avail)
W32 - Certificate of Completion - not accepted
W33 - Certificate of Completion - accepted

APPENDIX M

DADE COUNTY PUBLIC SCHOOLS
GUIDANCE PROGRAM EVALUATION
JOB ANALYSIS SURVEY

This questionnaire is designed to help you describe the major activities of your current job. It lists various tasks performed by Student Services personnel in schools. Please read every statement and rate it as indicated.

PART OF YOUR JOB

Think about each task in terms of its importance, its frequency of occurrence and the amount of time you spend doing it and then rate it overall on the extent to which it constitutes a part of your job. The following categories are used.

x not part of the job; not done

5 very much a part

4 much a part

3 some part

2 a small part

1 a very small part

Read each task and consider the extent to which it is part of your current job. If it is not or you do not perform the task, then circle the "x". If you do perform the task, please circle the number which represents your rating. Consider these examples for a classroom teacher who conducts a daily, brief review of last night's homework with the class and administers a classroom test once a week. Your ratings might look like this:

TASK	NOT DONE	JOB PART
Review homework with class	x	5 4 (3) 2 1
Administer a test	x	5 4 3 (2) 1
Make announcements over PA system	(x)	5 4 3 2 1

Try to rate each task by itself. Remember that your rating is your overall judgment of how much each task is a part if your job in terms of (a) the importance of the task, (b) the frequency of occurrence and (c) the amount of time you spend doing it. Please circle your ratings accurately and clearly in this booklet so that the data processors can reliably record your judgments. If you wish to comment or make remarks about any item, please write them on the last page. Your cooperation is appreciated.

DADE COUNTY PUBLIC SCHOOLS
GUIDANCE PROGRAM EVALUATION
JOB ANALYSIS SURVEY

DO NOT WRITE IN THIS AR

1. Name and Work Location of School:

_____ |_|_|_|_| 1 - 2

Please circle (O) your responses.

2. Ethnicity:

White, Non-Hispanic	1	3
Black, Non-Hispanic	2	
Hispanic	3	
Asian or Pacific Islander	4	
American Indian or Alaskan Native	5	

3. Gender:

Male	1	4
Female	2	

4. Current Position: (Mark your main one only.)

Student Services Chairperson	1	
Test Chairperson and Counselor	2	
Counselor	3	5
Occupational Specialist	4	
Placement Specialist	5	
College Assistance Program Advisor (CAP)	6	
PRIDE Specialist	7	
SCSI Instructor	8	
Other: (Please specify.) _____	9	

PLEASE RATE EVERY ITEM. DO NOT OMIT ANY.

x not part of the job; not done

RATINGS

5 very much a part
4 much a part
3 some part
2 a small part
1 a very small part

Circle O Your Ratings		NOT DONE	JOB PART	DO NOT WRITE IN THIS SPACE
1.	Supervise the day-to-day student services program in a school and the work of student services professional, clerical and student staff.	x	5 4 3 2 1	6
2.	Plan, administer or coordinate articulation activities with feeder schools and orientation programs for parents, faculty and students.	x	5 4 3 2 1	7
3.	Plan, administer or coordinate referrals to specialists, schools, agencies and programs.	x	5 4 3 2 1	8
4.	Plan, administer or coordinate meetings with college representatives, department chairpersons, child study teams, etc.	x	5 4 3 2 1	9
5.	Plan, administer or coordinate assessment and evaluation of the students services program by students, parents, faculty and counselors.	x	5 4 3 2 1	10
6.	Carry out varied administrative services (e.g., attend meetings, prepare school reports, etc.) on behalf of the Principal or Assistant Principal.	x	5 4 3 2 1	11
7.	Organize special programs and events such as Career Fairs, field trips and assemblies.	x	5 4 3 2 1	12
8.	Meet with students to exchange information and help them, through counseling and guidance, to pursue their personal, social, academic and vocational goals.	x	5 4 3 2 1	13
9.	Register new and returning students.	x	5 4 3 2 1	14
10.	Meet with parent(s)/guardian(s) to exchange information, to understand and improve student behavior and to try to resolve student problems.	x	5 4 3 2 1	15
11.	Meet with students in a group to facilitate adjustment to a school, to explain curriculum requirements and choices, extracurricular activities, etc.	x	5 4 3 2 1	16
12.	Coach students in a sport.	x	5 4 3 2 1	17

PLEASE RATE EVERY ITEM. DO NOT OMIT ANY.

RATINGS

x not part of the job; not done

5 very much a part
4 much a part
3 some part
2 a small part
1 a very small part

Circle O Your Ratings	NOT DONE	JOB PART	DO NOT WRITE IN THIS SPACE
13. Meet with students in a group to sponsor and oversee an extracurricular activity.	x	5 4 3 2 1	18
14. Teach students as a day substitute.	x	5 4 3 2 1	19
15. Teach coursework on a regular basis.	x	5 4 3 2 1	20
16. Meet with students in a group to teach personal, social or employability skills.	x	5 4 3 2 1	21
17. Counsel students in a group to try to resolve social, personal, attendance or academic problems.	x	5 4 3 2 1	22
18. Counsel students in a group to try to resolve other problems. (Please specify) _____	x	5 4 3 2 1	23
19. Monitor and help with the administration of school testing programs.	x	5 4 3 2 1	24
20. Monitor student behavior in the cafeteria, hallways, parking lot and/or other places at school site.	x	5 4 3 2 1	25
21. Write student passes to control movement.	x	5 4 3 2 1	26
22. Write letters of reference for college entrance, employment, credit, auto insurance or other reasons.	x	5 4 3 2 1	27
23. Write brief paragraphs about course offerings, events and activity programs, routine reports, records, survey questionnaires, etc.	x	5 4 3 2 1	28
24. Write items, review or edit school guidance bulletin.	x	5 4 3 2 1	29
25. Read computer printouts, detect and correct discrepancies between school computer and records and verify accuracy of data.	x	5 4 3 2 1	30
26. Type applications, forms, letters, reports, records and other related documents.	x	5 4 3 2 1	31

PLEASE RATE EVERY ITEM. DO NOT OMIT ANY.

RATINGS

x not part of the job; not done

5 very much a part
4 much a part
3 some part
2 a small part
1 a very small part

Circle 0 Your Ratings	NOT DONE	JOB PART	DO NOT WRITE IN THIS SPACE
27. File letters, reports, student records and related documents and materials.	x	5 4 3 2 1	32
28. Duplicate or xerox records, forms and materials more than five minutes per day.	x	5 4 3 2 1	33
29. Compile and maintain a log of daily activities, records of conferences with counselees and files on individual counselees.	x	5 4 3 2 1	34
30. Review and evaluate pupil records to determine accuracy of information, eligibility for promotion, deficiencies in course work and academic progress.	x	5 4 3 2 1	35
31. Review and approve individual class schedules or course choices and changes in schedules or courses.	x	5 4 3 2 1	36
32. Conduct interviews and exchange information in person or by telephone with teachers, employers, college representatives, feeder school staff, law enforcement officers, social service agents and others.	x	5 4 3 2 1	37
33. Recruit, screen, train, schedule and direct peer counselors to assist in group counseling sessions.	x	5 4 3 2 1	38
34. Plan, provide or secure prescriptive or remedial services for students referred to the juvenile system for law violations.	x	5 4 3 2 1	39
35. Manage a school center (SCSI) for students who consistently exhibit self-defeating behavior.	x	5 4 3 2 1	40
36. Teach disruptive students how to improve through behavior management programs.	x	5 4 3 2 1	41
37. Coordinate the administration of the school testing programs as Test Chairperson.	x	5 4 3 2 1	42

PLEASE RATE ALL ITEMS. DO NOT OMIT ANY.

x not part of the job; not done

RATINGS

5 very much a part
4 much a part
3 some part
2 a small part
1 a very small part

Circle Your Ratings	NOT DONE	JOB PART	DO NOT WRITE IN THIS SPACE
38. Receive test booklets and answer sheets; count, sort, arrange, check, distribute, collect and store in safe custody.	x	5 4 3 2 1	43
39. Review and interpret test scores for Assistant Principal to improve instruction and curriculum.	x	5 4 3 2 1	44
40. Review and interpret test scores for students, teachers, parents, student services personnel or school officials.	x	5 4 3 2 1	45
41. Administer tests and interpret scores on cognitive measures such as state assessment, vocational, aptitude or diagnostic tests.	x	5 4 3 2 1	46
42. Administer tests and interpret scores on non-cognitive measures such as sociometric tests, job choice measures, interest inventories, personality measures or attitude surveys.	x	5 4 3 2 1	47
43. Administer tests and interpret scores on dexterity or performance tests.	x	5 4 3 2 1	48
44. Administer tests and interpret scores on other tests or measures. (Please specify) _____	x	5 4 3 2 1	49
45. Gather data on and conduct an exit interview with each student leaving school prior to graduation.	x	5 4 3 2 1	50
46. Collect and provide information to students and staff on employment trends, job opportunities and resources, visual aids and materials on careers, etc.	x	5 4 3 2 1	51
47. Visit employers to establish relationship with school, to obtain career materials, and to promote or evaluate job placement of students.	x	5 4 3 2 1	52

PLEASE RATE ALL ITEMS. DO NOT OMIT ANY.

RATINGS

x not part of the job; not done

5 very much a part
4 much a part
3 some part
2 a small part
1 a very small part

Circle O Your Ratings	NOT DONE	JOB PART	DO NO WRITE IN THIS SPACE
48. Contact absent students to encourage attendance or assist with alternative educational or job placement plans.	x	5 4 3 2 1	53
49. Conduct summer youth employment program within school.	x	5 4 3 2 1	54
50. Visit and counsel early school leavers at home or on-the-job regarding educational and employment alternatives.	x	5 4 3 2 1	55
51. Coordinate the development of job or career alternatives for exceptional or handicapped students.	x	5 4 3 2 1	56
52. Provide information to students in person or through written or visual material regarding opportunities for employment, wages, hours of work and other related data.	x	5 4 3 2 1	57
53. Provide information to students in person or through written or visual material regarding techniques of job hunting, interview behavior, etc.	x	5 4 3 2 1	58
54. Provide information to students in person or through written or visual material regarding other job/career placement issues. (Please specify) _____	x	5 4 3 2 1	59
55. Obtain and disseminate material and information and advise students on college choices, requirements and costs.	x	5 4 3 2 1	60
56. Help students to secure and complete forms for college admission application, test registration and financial aid and prepare or review completed forms.	x	5 4 3 2 1	61
57. Promote and publicize College Assistance Program services to students, parents, teachers and business/industry resources.	x	5 4 3 2 1	62

PLEASE RATE ALL ITEMS. DO NOT OMIT ANY.

RATINGS

x not part of the job; not done

5 very much a part
4 much a part
3 some part
2 a small part
1 a very small part

Circle Your Ratings	NOT DONE	JOB PART	DO NOT WRITE IN THIS SPACE
58. Meet with college representatives to faciliate recruitment and placement of students.	x	5 4 3 2 1	63
59. Consult with pupil study team to help diagnose student needs and prescribe remedies.	x	5 4 3 2 1	64
60. Collaborate with teachers to plan and conduct classroom guidance activities, testing programs, behavior modification program(s) and other related activities.	x	5 4 3 2 1	65
61. Deliver talks to outside groups and agencies about student counseling and guidance needs and issues.	x	5 4 3 2 1	66
62. Visit parent(s) and/or students at home to give counseling and guidance help.	x	5 4 3 2 1	67
63. Collect and analyze facts and data to evaluate results of school-wide testing.	x	5 4 3 2 1	68
64. Collect and analyze facts and data to evaluate college scholarship awards, college entrance applications, or college entrance test performance.	x	5 4 3 2 1	69
65. Collect and analyze facts and data to evaluate early leaver job placements, post graduation school or job placement or follow-up of vocational training students.	x	5 4 3 2 1	70
66. Collect and analyze facts and data to evaluate outcomes of counseling.	x	5 4 3 2 1	71
67. Collect and analyze facts and data to evaluate other research questions. (Please specify) _____	x	5 4 3 2 1	72

PLEASE RATE ALL ITEMS. DO NOT OMIT ANY.

x not part of the job; not done

RATINGS

5 very much a part
4 much a part
3 some part
2 a small part
1 a very small part

Circle 0 Your Ratings STUDENT COUNSELING TALK WITH STUDENTS AND COUNSEL THEM ON:	NOT DONE	JOB PART	DO NO WRITE IN THIS SPACE
68. attendance in class/school.	x	5 4 3 2 1	73
69. academic performance/grades.	x	5 4 3 2 1	74
70. scheduling.	x	5 4 3 2 1	75
71. special program placement.	x	5 4 3 2 1	76
72. classroom/school misbehavior.	x	5 4 3 2 1	77
73. relationship with others.	x	5 4 3 2 1	78
74. family problems.	x	5 4 3 2 1	79
75. personal problems.	x	5 4 3 2 1	80
76. test performance scores.	x	5 4 3 2 1	81
77. career choices.	x	5 4 3 2 1	82
78. occupational plans.	x	5 4 3 2 1	83
79. educational plans.	x	5 4 3 2 1	84
80. self image.	x	5 4 3 2 1	85
81. health.	x	5 4 3 2 1	86
82. conflicting values or problems with the law.	x	5 4 3 2 1	87
83. sexual conduct or associated problems.	x	5 4 3 2 1	88
84. college choices, applications.	x	5 4 3 2 1	89
85. scholarship/financial aid applications.	x	5 4 3 2 1	90
86. other problems. (Please specify and rate) _____	x	5 4 3 2 1	91

PLEASE RATE ALL ITEMS. DO NOT OMIT ANY.

x not part of the job; not done

RATINGS

5 very much a part
4 much a part
3 some part
2 a small part
1 a very small part

Circle O Your Ratings PARENT CONFERENCE TALK WITH PARENTS ABOUT STUDENT:	NOT DONE	JOB PART	DO NOT WRITE IN THIS SPACE
87. attendance.	x	5 4 3 2 1	92
88. grades/academic performance.	x	5 4 3 2 1	93
89. scheduling.	x	5 4 3 2 1	94
90. special program placement.	x	5 4 3 2 1	95
91. classroom/school misbehavior.	x	5 4 3 2 1	96
92. relationships with others.	x	5 4 3 2 1	97
93. family problems and effective parenting.	x	5 4 3 2 1	98
94. personal problems.	x	5 4 3 2 1	99
95. test performance/scores.	x	5 4 3 2 1	100
96. career choices.	x	5 4 3 2 1	101
97. educational plans.	x	5 4 3 2 1	102
98. occupational plans.	x	5 4 3 2 1	103
99. self image.	x	5 4 3 2 1	104
100. health.	x	5 4 3 2 1	105
101. conflicting values or problems with the law.	x	5 4 3 2 1	106
102. sexual conduct or associated problems.	x	5 4 3 2 1	107
103. college choices, applications.	x	5 4 3 2 1	108
104. scholarship/financial aid applications.	x	5 4 3 2 1	109
105. other student problems. (Please specify and rate) _____	x	5 4 3 2 1	110

PART C WORKING CONDITIONS

PLEASE RATE ALL ITEMS. DO NOT OMIT ANY.

Items 106 to 117 below refer to conditions of work. Please rate each item on FREQUENCY or on the scale provided.

FREQUENCY: 5 very frequently
4 frequently
3 sometimes
2 seldom
1 rarely

Circle ○ Your Ratings	Not Done	Frequency	DO NOT WRITE IN THIS SPACE
106. Work at a desk in an office.	x	5 4 3 2 1	111
107. Work out-of-doors, exposed to weather conditions.	x	5 4 3 2 1	112
108. Work nights and weekends.	x	5 4 3 2 1	113
109. Work in a depressed area.	x	5 4 3 2 1	114
110. Work under pressure of time to meet deadlines.	x	5 4 3 2 1	115
111. Work as a member of a team.	x	5 4 3 2 1	116
112. Perform housekeeping duties.	x	5 4 3 2 1	117
113. Load, carry and unload materials.	x	5 4 3 2 1	118
114. Work in conditions of privacy and dignity when interviewing pupils and/or parents.	x	5 4 3 2 1	119
		RATING	
115. How hazardous is your job and/or how disagreeable are your physical working conditions? 5) very much 4) much 3) some 2) a little 1) not at all	x	5 4 3 2 1	120
116. To what extent are your job activities structured? 5) very high structure 4) considerable structure 3) intermediate, some routine and some change 2) limited structure, relatively little routine 1) very low structure, no established routine	x	5 4 3 2 1	121
117. What type of supervision do you receive? 5) close supervision 4) general supervision 3) general direction and guidance 2) nominal direction 1) no supervision	x	5 4 3 2 1	122

A.

JOB ANALYSIS SURVEY - 1983

SCHOOL CODE: |_|_|_|_|

Please use this page to elaborate your answers to the questionnaire items. You are also invited to state any other facts or information which will help to specify your work in Student Personnel services. Your remarks will be used for the purpose of program evaluation only; they will not be used in any personnel action. Your remarks will be treated anonymously, but it would be helpful if your school code is entered (above).

Your cooperation in this survey is appreciated. The information you have provided will help us to evaluate and improve our programs.

REMARKS:

PLEASE RETURN THE QUESTIONNAIRE TO:
DR. LARRY SKURNIK
MAIL CODE 9999 Room 800
OFFICE OF EDUCATIONAL ACCOUNTABILITY

OEA 6-9-83
SKURNIK.8:nmi
FORM/C.0-14

The School Board of Dade County, Florida adheres to a policy of nondiscrimination in educational programs/activities and employment and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964, as amended - prohibits discrimination in employment on the basis of race, color, religion, sex, or national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of sex.

Age Discrimination Act of 1967, as amended - prohibits discrimination on the basis of age between 40 and 70.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the handicapped.

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal and Florida State Law, Chapter 77-422, which also stipulates categorical preferences for employment.

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